REPORT RESUMES

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AN EXPERIENCE IN MUTUAL SERVICE. REPORT OF THE 1965 INTERNATIONAL TRAINING INSTITUTE OF THE YWCA OF THE U.S.A. AND YWCA OF CANADA.

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THIS REPORT REVIEWS THE SELECTION AND PREPARATION OF INTERNATIONAL TRAINING INSTITUTE PARTICIPANTS, SOURCES OF FINANCIAL SUPPORT, SEMINAR TOPICS, VISITS TO WASHINGTON, D.C. AND NEW YORK FOLLOWING THE SEMINAR, EXPERIENCES AND INSIGHTS ARISING FROM FIELD PLACEMENTS, WORKSHOP OBEJCTIVES AND OUTCOMES, (INCLUDING EVALUATIVE COMMENTS), AND THE CLOSING CONFERENCE HELD AT BANFF. NECESSARY PREPARATIONS BY DELEGATES INCLUDED GATHERING BACKGROUND MATERIAL ON ONE'S OWN COUNTRY AND DOING A CASE STUDY OR PROGRAM REPORT. THE BUCK HILL FALLS, PENNSYLVANIA, SEMINAR DISCUSSED THE YWCA AS A CHRISTIAN MOVEMENT, SOCIAL CHANGE CHARACTERIZING A WORLD IN REVOLUTION, THE NATURE AND STRUCTURE OF COMMUNITIES AND OF COMMUNITY CHANGE, DEVELOPING LEADERSHIP SKILLS, AND UNDERSTANDING PEOPLE AND INTERPERSONAL RELATIONS. WORKSHOPS DEALT WITH SOCIAL CHANGE, CHRISTIAN RESPONSE, AND THE TASK OF THE YWCA. THE CLOSING CONFERENCE PRODUCED PROJECT PAPERS ON TOPICS SUCH AS LEADERSHIP TRAINING, YOUTH WORK, COMMUNITY ACTION, AND THE ROLE OF WOMEN. (APPENDIXES GIVE A CHRONOLOGY OF THE INSTITUTE PLANNING AND EXECUTION (1963-65), THE PREPARATORY STUDY OUTLINE, THE BUDGET OF THE INSTITUTE, BRIEF BIOGRAPHIES OF PARTICIPANTS, FIELD PLACEMENT DATA, WORKSHOP ASSIGNMENTS, AND WORKSHOP THEMES.) (LY)

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An Experience in Mutual Service . . .

International Training Institute

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YWCA of Canada

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An Experience in Mutual Service . . .

International Training Institute

1965

YWCA of the U.S.A.

and

YWCA of Canada

Editor's Note: This report of the International Training Institute of the YWCA of the U.S.A. and the YWCA of Canada is presented in the interest of a variety of readers – individuals and Associations involved as well as those who may at some point see in the operation a way in which they, too, may sponsor a comparable program aimed at building a better world.

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Foreword

For more than a century YWCAs of various countries have been exchanging ideas, technical skills, and the art of training for leadership. To study the ideas, to learn the skills, and to train for leadership – these are all parts of a continuous process in each country, through committee meetings, conferences, conventions, study courses, and in-service training. It is recognized that the main job has to be done within the country. But occasionally a potential leader from the professional staff, or from the corps of volunteers, has sought specific training in another country to increase her knowledge, widen her horizons, and strengthen the bonds between members of the worldwide YWCA.

Over the years this kind of study has been pursued by single individuals – the hostess YWCA assuming responsibility for helping the individual plan her course of study and arrange her field work. This is a time-consuming process, but has proved highly rewarding to the hostess YWCA, to the individual herself, and to her home YWCA. The comparatively modest costs can be absorbed in annual budgets.

Two world wars interrupted the regular schedules for such training. After World War II the lack of trained leadership was therefore all too obvious, just when the opportunities for service had vastly increased. The World YWCA and various member Associations decided on a major effort in leadership development. In 1948 the American YWCA made its particular contribution to meet this need by organizing the first training program for an international group, and financed it through the postwar Reconstruction Fund. The project proved highly successful from various points of view:

- It trained promptly a few leaders from every continent. It proved efficient for the American YWCA, since time and energy of volunteers, staff and consultants could be concentrated in a fixed period for a group rather than a series of individuals. The trainees learned a great deal from each other, and were highly stimulating to the American YWCA, both nationally and locally.

- All the trainees returned to their home YWCAs for years of service, filling important posts – including, for instance, the top professional job in a large national Association, and the top volunteer job in the World YWCA.

The first international group training project was indeed so successful that it established a precedent and a pattern. The pattern has been altered over the years — as in 1961 when the first experiment was made with an actual exchange of trainees between the U.S.A. and Latin America, with joint study and field work on both continents.

By 1962 it was realized it was high time for a project based on the most effective elements of former projects. We had learned that we needed to have a large part of the budget raised long before we undertook the project, so that we could give national YWCAs adequate time to make careful selection of their nominees and prepare them for the experience.

We also believed that in a time of increasing world tensions we could demonstrate our commitment to international cooperation — not only by bringing delegates from every continent, but also by sponsoring and planning the whole project jointly with another national YWCA, which had also had a long history of international leadership training. Hence the joint sponsorship by the YWCA of Canada and the YWCA of the United States in close consultation with the World YWCA.

Finally, we believed we must emphasize the unique contribution *volunteers* can make if they are highly motivated and willing to equip themselves with the proper tools. Well over a hundred years ago, de Tocqueville remarked that a characteristic of the new world was the citizen who did not wait around for his young government to solve local problems. On the contrary, he and his neighbors formed a committee to tackle the problem — and solve it!

Mrs. Maurice T. Moore, YWCA of the U.S.A.
Mrs. Ronald Standen, YWCA of Canada
Co-chairmen, 1965 International Training Institute

Forty-eight from 34 countries plus staff, seminar leaders and others are in this photo made at the Buck Hill Falls Seminar. (See Page 13)

Introduction

When planning for the 1965 International Training Institute began in 1962 in the YWCA of the U.S.A., officers of the national Association had recently completed a series of important consultations with groups of officers from every local YWCA in the country. Joint planning began with the YWCA of Canada in 1963.

The conferences in the United States had revealed that local Associations were so immersed in local problems that they had very little sense of the importance of belonging to a world movement which is in fact the largest international association of women organized in more than 75 countries around the world. The consensus was that this worldwide involvement would best be realized if local members could meet more of their counterparts from abroad.

The Leadership Development Committee of the International Division therefore started work on the International Training Institute with two mandates: to train YWCA leaders and to involve as many North Americans as possible.

An effort would be made to identify the tremendous changes taking place not only in our own communities, but in other countries. We decided to bring together YWCA leaders from many countries to explore together these great changes which are taking place; to analyze what these changes mean to us as women and as YWCA members and leaders; and to learn how we could become more effective in carrying our responsibility in the community.

In the light of this decision and in consultation with various national staff members of the YWCA of the U.S.A., a proposal was prepared by the International Division staff for presentation to the Division's Long Range Planning Committee on February 7, 1963. This proposal was stated as follows:

> "To deepen our awareness of being a part of a world movement and our need to work with other national movements to strengthen our total leadership resources, it is proposed that we invite YWCA leaders from other countries in different parts of the world:
>
> - To join us in study and exploration of ways in which YWCAs can strengthen their leadership by involving more women in volunteer leadership roles.
> - To participate in a variety of leadership and training experiences to help women become more effective in giving leadership needed if YWCAs are to serve their communities and nations adequately.
> - To share, each out of her own background and heritage, strengths, hopes, understanding, and skills for mutual growth and enrichment."

After full discussion the Long Range Planning Committee voted to recommend that (1) the International Division should accept this proposal and (2) the International Division Committee explore informally with the YWCA of Canada whether it would be interested in joining the YWCA of the United States in developing such a project.

The recommendation from the long range planners was approved by the Division committee meeting on February 25, 1963. The next day, Mrs. Lloyd J. Marti, president of the YWCA of the U.S.A., and Miss Edith M. Lerrigo, general secretary, wrote to Mrs. Una Porter and Miss Elizabeth Palmer, president and general secretary, respectively, of the World YWCA, reporting this action and the hope of developing such a project jointly with the YWCA of Canada in close consultation with the World YWCA.

On March 8, 1963, Miss Leila W. Anderson and Miss Jimmie Woodward of the International Division staff, met in Canada with Mrs. Ronald Standen, who was to become Institute co-chairman for Canada, and Miss Agnes Roy and other volunteers and national staff members to explore their interest in joint sponsorship of the project. There was keen interest, and on May 26 in New York City, a representative committee of Canadian and U.S. leaders began a three-day meeting to set the focus and basic framework for the Institute. (See Calendar, Appendix I, Page 41)

The matter now had to be discussed by appropriate bodies in each national movement and brought for final approval by the national boards of each movement. This final approval to proceed and to begin raising funds was voted in the June meetings of each of the two national boards. From this point forward all the Institute work was jointly planned and administered by the Joint Committee.

Together, the Institute leaders established many factors for the project. They said:

- It should focus on strengthening total YWCA leadership, especially volunteer leadership.
- It should help volunteer leaders analyze the changing needs of a community and explore ways of meeting these needs.
- It should provide experiences for international encounter and understanding for YWCA members in the United States and Canada.
- From the beginning the project should be developed as part of the total YWCA program in the United States and Canada and involve all units of both Associations in the planning and program. Related to this the planning committee should include members recommended by appropriate units of the two national boards.
- It should be sponsored, planned and developed jointly by the YWCA of the U.S.A. and the YWCA of Canada.
- The World YWCA should be brought into the plans from the beginning and be a consulting partner.
- The program in North America should include events planned to involve in a real experience of international encounter and exchange many more local YWCAs than just those Associations selected to provide field placement for international participants.

The Institute leaders also said:

- The project should provide a good block of study time for the full-time participants, including those from North America, to analyze and explore together major concerns and issues facing the YWCAs in the world.
- The leadership should be international in background and/or experience and should have information about the participants, their YWCA programs and major issues facing their countries for use in preparation and teaching.
- The national YWCAs and not just the individual participants should be involved in selection, preparation, and in follow-up and utilization of the experience of the Institute.
- As an important part of her preparation, each participant should prepare a paper about her country and the work of her YWCA. In the preparation of the material her own national and/or local YWCA should be consciously involved. The paper should be sent in time to serve as part of the preparation of the leaders who would be related to the program of the Institute.
- Participants should be selected far enough in advance to allow adequate time for preparation and for them to make the necessary plans to be away for the three and a half month period.

Selection and Preparation of Participants

Exactly eleven months before the opening of the International Training Institute, a letter was sent to all national YWCAs inviting them to participate. The letter outlined the purpose and the opportunities the Institute would offer.

Conditions for participation included setting up a committee in each country to work with the nominee on the preparation of background material and plans for follow-up on her return. The background material requested included: (See Appendix II, Page 45 for outline form)

- Background material on her country to include population, government, education, health, welfare and recreational facilities, religion, economy, social changes, values, inter-group relations, United Nations, other voluntary organizations, and needs.
- A case study of a community development project or a description of the best program the YWCA has developed to meet a community need. This material was considered to be part of the individual delegate's preparation, part of the sending country's preparation, and background material for the Institute program leaders.

The Institute was planned to make the maximum contribution to the participating Associations and not just to the individuals who attended. An integral part of the project's program was the consideration of ways in which the learnings from the experience could be utilized in the regular ongoing program.

Criteria for selection of participants included:

- At least two years of experience in the YWCA as an active volunteer or staff member and recommendation by the officers of the national YWCA of the country.
- Good health.
- Ability to speak and understand English.
- Ability to find and train volunteer leaders.
- Readiness to meet new needs and develop new ways of work.
- A capacity for analysis as well as action.

Willingness of both nominating Association and participant to do preparation and follow-up work also was required.

The final selection of participants was made by the Joint U.S.A. and Canada Planning Committee in consultation with the World YWCA.

Forty-eight YWCA leaders were selected to participate in the International Training Institute. They represented 34 countries from the various areas of the world . . .

AFRICA	11
ASIA	12
AUSTRALASIA	3
LATIN AMERICAN and CARIBBEAN	7
EUROPE	3
UNITED STATES OF AMERICA	9
CANADA	4

Representing a wide variety of backgrounds and experiences, they were about equally divided between staff and volunteer leaders, ranging in ages from 22 to 60 years. And they represented 12 confessions within the Catholic, Protestant, and Orthodox traditions. Those who came to know them during the Institute period agreed that they not only measured up to the criteria but were an exceedingly able and highly motivated group of leaders. (See Appendix III, Page 49 for names and biographical data)

As the Institute planning developed, there was recognition that a wide variety of materials needed to be produced. Consequently the following preparatory materials resulted:

- Aids for the Workshop Planning Committee.
- "Some Thoughts About a World in Revolution," a guide designed to help YWCA members from every country gain a better understanding of the many revolutions taking place in our world and to develop more able leadership to deal with their effect on the lives of people in their communities. To quote from the guide:

  > "As we prepare for the International Training Institute delegates from every continent are aware that we are living in the midst of a revolutionary period, one of the many that human society has experienced. But the revolutionary period of our time has four aspects that distinguish it from former revolutions: It is worldwide; all aspects of the life of man are affected; it has factors new to human experience, such as atomic energy; it has a faster pace."

  These revolutions are discussed under the following categories: General Physical and Social Aspects; The Demand for Racial Equality; The Frustration of Youth; The Demand for the Equality of the Sexes; Major Changes in Religion; The Revolution and Christian Response: Social and Personal; The Revolution and the YWCA.

  While this guide was developed specifically as preparation for the Institute it has been widely used by local YWCA groups as a basis for study discussions by youths and adults.

- Guide for Associations Selected for Field Placements. This guide included suggestions to the local YWCA on the setting up of a committee to prepare the program, interpretation and arrangements for the field placement experience for an ITI participant.
- Some Notes on Culture Shock. This brief statement was designed to help YWCA leaders and members understand some of the intercultural problems which might affect the International Training Institute participant on her arrival in North America.
- Background papers prepared by each delegate. These included the information about her country and a case study of a YWCA project developed to meet a community need. The papers were distributed to the ITI leaders, to the planning committee, and to national staff members. Each participant also received copies of the material prepared by all other participants.

The preparation of the background material proved to be a most important aspect of the Institute. Over and over participants listed this as invaluable preparation for their participation in the Seminar and in the Workshops and especially in field placements. They said it gave them material for the many speeches they had to make and it helped them to know how to go about getting acquainted with another community and country. In their own words:

From Asia:

"The preparatory assignments helped me a great deal to know more about my own country and the community. In order to get the information about the given subjects, I worked very closely with the staff members and the members of the Program Committee to share the ideas together."

From Africa:

"My preparation was a help to me because I had to study my country. This made it easier for me to grasp the information on other countries and to compare. Studying the different assignments revealed the similarity of the problems we are facing in the world today and this helped to bring other people closer to me. Also I gained from these assignments new ideas and ways of doing things."

And again from Asia:

"The preparatory assignments were very useful to me. The main reasons are as follows: (1) It was very effective to understand, to realize and to evaluate the present situation or status of my own country and community, and my Association. (2) It was very stimulating for my Association because . . . my YWCA established a special committee for my preparation, including five volunteers (three housewives and two young adults) and five staff members, and we have worked together along the line with suggested questions. (3) It was very helpful for me to understand and to know the other countries. (4) It was very helpful to know or realize the different ways of approach to meet the needs of the community and the significant responsibility of the YWCA as a Christian woman's movement in a changing world."

Also from Asia:

"I have learned so much from the other assignments sent in that I feel I cannot praise this method of preparation enough. It started us knowing more about each other's countries and projects than years of unguided study might have done. It made us feel closer as a group as soon as we read each other's assignments. This mutual knowledge and respect was probably the reason for the warm feeling in this international gathering, from the very beginning of the Seminar. The various papers on projects were also of great value in our week's study of community development, as Lillian Thomson's lectures and discussions were based on them."

From North America:

"Listening to and reading other case assignments made me more alert to the important role the YWCA can play in a community in so many different ways, especially in this changing revolution."

From Europe:

"Preparatory assignments helped much. I had to really study my own local and national communities and YWCAs as a whole and related to each other. Thus I had a ground on which to build all the new knowledge and ideas of other communities and YWCAs I received in this Seminar."

And again from Africa:

"When I learned of my coming as a participant in the International Training Institute, I had no idea of what kind of preparation I should make. I was worried. I thought I should perhaps teach myself some more English and try to remember the YWCA history of my country and list all that I have in the YWCA so that when I am asked I would be able to explain myself better. But when I received the preparatory paper, I saw clearly what was required and how I can find materials which would help me during the Seminar. This brightened my mind and I was then able to contact people who helped me very much. I also knew where to get the information that I lacked."

(Above left) Preparing for an evening social event after hours of study are Institute representatives from the U.S.A., Korea and Finland. At right is Miss Garnet Knights, National Board YWCA staff assistant for the Institute.

(Above right) While other participants watch with keen interest, a delegate from India explains to the Philippine representative how to don a sari.

(Below right) U.S.A., Rhodesia, India and Taiwan delegates make up one of the many international tables at dinner time during the ITI Seminar.

(Below left) An international congo line provided relaxation on special occasions.

Finance

The budget adopted for the International Training Institute was $150,000 to include travel to and from the United States and within the United States and Canada, room and board, program, and leadership. (See Appendix IV, Page 56)

It was agreed that in light of the relative financial potential of the sponsoring national YWCAs they would share the cost of the project on the basis of Canada, 10 percent, and the United States, 90 percent.

Later in the planning it was proposed that national YWCAs sending participants would be asked to contribute something toward the total budget — that where possible this might be the equivalent of one way travel to North America or a portion of this amount. Fifteen countries contributed $6,387 toward the total budget. In all instances participants or their own YWCAs covered the expenses of passports, medical examinations and inoculations, pocket money, clothes, and other personal items. Likewise participants or their Associations paid for whatever staff coverage was needed in the case of employed staff who were participants and for whatever home help was needed for participants with home and family responsibilities.

In the United States:

From International Division training funds, $40,000 was allocated to the International Training Institute budget. In July 1963, a committee was formed to prepare the interpretation material, to explore sources for additional necessary funds, and to make a plan for committee members to secure contributions through letters and follow-up visits. Staff members from the National Support Department gave guidance and help in preparing lists of corporations, foundations, and individuals who might be interested in supporting such a project. They also helped in preparing interpretative material, in drafting letters, and in keeping the committee appraised periodically of the progress made in securing funds.

The following contributions were secured:

Corporations (4)	$11,500
Foundations (7)	67,800
*Individuals (44)	48,705.79
	$128,005.79

*Of the individual gifts, 35 of them amounting to $26,039.79 were from World Service Council members.

In Canada:

A budget of $15,000 was raised as follows:

Foundations (2)	$1,500
*Individuals (24)	9,890
From the 1965 World Service Budget for Training	3,610
	$15,000

*Of the 24 individual gifts, 10 were from national and local *YWCA* members.

The Seminar at Buck Hill Falls

The first phase of the International Training Institute was a residence Seminar at Buck Hill Falls, Pennsylvania. This was a three-week intensive training period under the guidance of outstanding religious and social leaders. Evaluations of previous training experiences had indicated the importance of having the international group work together in a setting away from a large city, during the early period of their stay in the United States.

Here the members of the Institute became acquainted with one another, gained basic information and understanding for their period of work together during the next three months and for their experience in other parts of the United States and Canada.

The objective of the Seminar was to help each member, individually and together as a group, understand the overall purpose of the Institute and to provide a basis on which later experiences and practice could be built both when participants returned home and during the balance of the training period in North America. Participants would be prepared for their field placements, and for their responsibility in teams in the Workshops in Canada and the United States. This included some general knowledge and skills needed for participation and some specific information related to the topics of the Workshops.

The program of the Seminar included five major areas of concern which ran throughout the three weeks: First, the YWCA as a Christian movement in a rapidly changing world; Second, the World in Revolution — the social changes affecting all of life; Third, understanding the nature and structure of community and how changes can be brought about in communities; Fourth, developing leadership skills; Fifth, understanding people and how persons relate to one another.

LEADERSHIP AND FACULTY

Co-chairman, International Training Institute — Mrs. Maurice T. Moore

Chairman of the Seminar — Mrs. Ryrie Smith, Vice President, World YWCA

Staff Administrator — Miss Jimmie Woodward

THE YWCA AS A CHRISTIAN MOVEMENT

Mrs. Grace Loucks Elliott	Former General Secretary, the YWCA of the U.S.A.
Miss Inga-Brita Castren	Consultant for Christian Education and Ecumenical Questions, World YWCA
Miss Leila W. Anderson	Executive, International Division, National Board, YWCA of the U.S.A.
The Rev. Hans Ruedi-Weber	Associate Director, Ecumenical Institute; former Director, Department of Laity, World Council, Churches
Father Nicholas Solak	Chaplain to Orthodox Students, Pennsylvania State University

Rt. Rev. Msgn. Frederick J. Stevenson	Director, Youth Department, National Catholic Welfare Conference

THE WORLD IN REVOLUTION

Mrs. Everett Calhoun, Coordinator	Member, World YWCA Executive Committee; National Board Member, YWCA of the U.S.A.
Miss Janet Kydd	Director, Bureau of Personnel and Training, National Board, YWCA of the U.S.A.
Miss Ethlyn Christensen	Director, Bureau of Research and Program Resources, National Board, YWCA of the U.S.A.
Miss Gwendoline Konie	Member, the Zambia Delegation to the United Nations
Mr. Everett Calhoun	Senior Industrial Economist, Stanford Research Institute
Miss Dorothy I. Height	Director, Action Program, Community Division, National Board, YWCA of the U.S.A., and President, National Council of Negro Women
Father André Renaud	O.M.I. Associate Professor of Education, Department of Education, University of Saskatchewan

UNDERSTANDING THE NATURE OF COMMUNITY

Miss Jean Campbell, Staff Coordinator	Assistant Executive Director, the YWCA of Canada
Miss Lillian Thomson	Executive Secretary, Family and Child Welfare Division, Canadian Welfare Council

DEVELOPMENT OF LEADERSHIP SKILLS

Miss Isobel Stewart, Staff Coordinator	Training Secretary, the YWCA of Canada
Mrs. Sallie Johnson, Staff Coordinator	Assistant Executive, Community Division, National Board, YWCA of the U.S.A.
Mrs. Laura Fox	Executive Director, Patterson Avenue Branch YWCA, Winston Salem, N.C.
Miss Glenna Graham	Program Secretary, the YWCA of Canada
Mrs. Fred Hotson	Chairman, World Service Committee, the YWCA of Canada

Miss Carmen Lusan	Branch Director, Central YWCA of Toronto
Mrs. William Mason Smith	Vice Chairman, International Division, member, 1965 International Training Institute Committee, National Board, YWCA of the U.S.A.
Miss Garnet J. Knights	Staff Assistant, 1965 International Training Institute, National Board, YWCA. of the U.S.A.

UNDERSTANDING PEOPLE AND INTERPERSONAL RELATIONS

The Rev. Daisuke Kitagawa	Executive Secretary, Division of Domestic Mission, formerly on staff of the World Council of Churches, Executive Council, the Episcopal Church
Mrs. Maxine Thornton	Associate Secretary in the Training Services, Executive Council, the Episcopal Church
Mrs. Cynthia Wedel	Executive, Division of Christian Unity, National Council of Churches of Christ
Mr. David Jones	Associate Secretary in the Training Services, Executive Council, the Episcopal Church
Mr. Douglas Reynolds	Associate Secretary in the Training Services, Executive Council, the Episcopal Church

Special Visitors:

Mrs. Lloyd J. Marti, President, YWCA of the U.S.A.
Miss Agnes Roy, Executive Director, the YWCA of Canada
Miss Edith M. Lerrigo, General Secretary, YWCA of the U.S.A.

THE YWCA AS A CHRISTIAN MOVEMENT

The basic aspect of the total program was the consideration of the YWCA as a Christian movement, both through study and discussion, and through life together as an ecumenical Christian community. Members of the Institute came from many different Christian backgrounds – Roman Catholic, Protestant of many denominations, Orthodox. Leaders also represented the various Christian traditions. Mrs. Grace Loucks Elliott and Miss Inga-Brita Castren brought excellent leadership to the development of this concern.

One session each day was devoted to consideration of some aspect of Christian life and understanding. Bible study, small group discussions, morning and evening prayer in which each person shared out of her own background and tradition, brought new insight, new depth of understanding and real appreciation for the richness of the diversity, yet essential unity, of the Christian faith. Many of the participants said that in this ecumenical experience, of learning more about one another's religious faith, their own religious life was strengthened and enriched, and that they found new depths of meaning in their own traditions.

This religious element of the Institute was never an isolated experience but was the context in which all aspects of life and concern were considered. In her first lecture Mrs. Elliott said, "When we label our first period in the morning as 'The YWCA as a Christian Movement', it does not mean that it is the time we discuss what it is to be a Christian movement and the rest of the day we do something else. In all the sessions we are discussing the same thing because Christians cannot find God apart from the world." In another lecture, she said, "As a Christian movement we must be open to the omnipresence of God in every aspect of His creation, in every event of history, in its glory and defeat, in its joy and pain, in the doubt of youth and the restlessness of women, in the struggle for economic life and responsibility. To be a Christian movement is not to be an observer or informed about the world in revolution, not to make resolutions about it. It is to be involved in it . . . it is to expose oneself where one could just as easily leave it alone. It is to walk man's lonely valley because no one else can walk it for us."

One of the participants said, "The question of our time is not 'Does God exist?' but 'Is God relevant?' Like Eliza Doolittle in 'My Fair Lady' the world is sick of words and is waiting to be shown the meaning of love. If the YWCA is to show forth the love of God in a technological urban society one of its chief tasks must be to find new ways to demonstrate this love in program, in residences, in personnel policies, in every encounter with the world, and above all, new ways of interpreting the Christian faith to this generation."

THE WORLD IN REVOLUTION

A major concern for all of the participants, whatever their country, was how to meet and deal with the tremendous changes which are taking place in all parts of the world, in all areas of life. Our second major concern, therefore, in the Seminar was "A World in Revolution." Miss Janet Kydd, in her opening talk on the topic, spoke of the many kinds of revolution which are taking place, and the tremendous changes which are affecting the lives of people everywhere. She referred to the preparatory material entitled, "Some Thoughts About a World in Revolution." Miss Kydd reminded the group that this is God's world and that God is at work creating unity out of separation, love out of discord, and bringing judgment on our corrupt patterns, and that God is in the revolution. The scientific revolution was described as one of our greatest burdens and one of our greatest glories. The development of communication through the scientific revolution is helping us to discover that we are one human race and that if the revolution doesn't start where we are, we are part of the resistance movement. Miss Kydd concluded her remarks by emphasizing that the only constant factor of our world is change and redistribution of power and it is important to be responsible in our use of power. We need to find ways of releasing the potential of people so they can bring about changes in themselves and in society.

The second major speaker on "The World in Revolution" was Miss Gwendoline Konie, United Nations delegate from Zambia and a former president of the YWCA in Lusaka. Other revolutions discussed were the technological revolution by Mr. Everett Calhoun, the racial revolution by Miss Dorothy I. Height and Father André Renaud. The effect of each of these revolutions or social changes on people in various parts of the world was pointed up by a panel of participants from different parts of the world, following each presentation. These and the general discussion which followed helped us to see how many problems we have in common as we face a world in revolution.

The world in revolution was described in many ways by the participants in the background papers on their countries. The following statements appeared frequently in the excellent statements on social changes:

- Rapid industrialization, mechanization, and urbanization.
- Increased educational opportunities and freedom for young people and women.
- Questioning of traditional values by young people.
- Breakdown of tribal customs and traditional family patterns and reduction of extended family ties.
- Transition from subsistence to cash economies.
- Greater participation of women working for civil rights and new political role of women.
- Internal and external migration.

One of the participants from Asia described the impact of revolution in the following way: "The various aspects of the world in revolution and the accompanying changes — social, economic, cultural, and spiritual — have had tremendous impact on the lives of people and consequently on communities where people are. In recent years our communities have undergone considerable change as a result of rapid industrialization and the gigantic strides made in technology and science. Changes in varying degrees are being felt everywhere in highly industrialized societies and in newly developing ones, in rural communities, and in urban centers."

UNDERSTANDING THE NATURE AND STRUCTURE OF COMMUNITY

Within this context we considered the community, its needs and resources, and how YWCA leaders individually and as an association can help meet these needs. Miss Lillian Thomson spent one week at the Seminar during which time she gave five lectures and led discussions in the group and talked individually with participants. Miss Thomson had studied the preparatory materials of each participant carefully and made frequent reference to them as illustrations in her various lectures. She used the term "community development" for the focus of her presentation. Its purpose, she said, is to raise the standard of living, to help people in communities to develop capacity to deal with their own problems, to facilitate, direct, and accelerate normal processes of change in the interest of greater human well-being, to make a coordinate attack on the problems of the community.

Five steps in community development were listed by Miss Thomson: 1) Identifying the needs of people; 2) Gathering the facts concerning those needs; 3) Planning for action; 4) Taking action; 5) Evaluating the planning and the action.

She said that in each of these steps there are three concrete considerations: 1) Material resources — money, buildings, transportation; 2) Technical knowledge — as in nutrition, child care, group work, agriculture; 3) People — what do they do with the money and the technical knowledge and how they move from one state of development to another.

These very practical, concrete lectures helped each person begin to have a better understanding of her own community, its people and their needs, and to see how her community is related to the world. One of the participants said, "Miss Thomson opened our eyes to this new understanding. As we feel the impact of a shrinking world due to fast travel and communication we realize that 'my community' is no longer the very place I come from but that the world is my community. My concern is not only the slum areas and school dropouts of my own country but also similar problems and many more of other countries. We are all involved in the struggle of the human spirit to liberate itself from conditions that deter growth, and the consoling part of this involvement is the knowledge and faith that wherever the struggle is, God is there too with us."

DEVELOPMENT OF LEADERSHIP SKILLS

Since the development of leadership was one of the overall goals of the Institute every experience was utilized to help participants gain a better understanding of leadership training and develop leadership skills. In small work groups in the afternoons participants learned and practiced many leadership skills needed in the developing of YWCA program to meet community needs. Many of these sessions were "how-to-do" sessions and much of the learning took place by doing. They included leadership discussion and problem solving; working with people individually and in groups; committees – the why and how and who; recruiting, training, and involving members in committee work; staff-volunteer relationships; program planning; leadership in the community; team responsibility for the Institute Workshops.

The preparatory papers and the morning sessions were the background content for the leadership sessions. A wide variety of methods was used. Many participants found this variety of method an important learning for use in their own program. An equally important learning was the fact that leadership is a shared responsibility, that each person in the group has some leadership to offer, and the effective group is that which frees each person to make her contribution toward helping the group achieve its goals.

UNDERSTANDING PEOPLE AND INTERPERSONAL RELATIONS

Like the four other areas of concern this concern for people and interpersonal relations was not something isolated which could be understood in one compartment. It was woven into the fabric of the whole Seminar and the total Institute. For purpose of study and understanding this was lifted up as a special focus for several sessions in the Seminar.

One intensive weekend was devoted to a human relations workshop under the leadership of Dr. Daisuke Kitagawa, Mrs. Maxine Thornton, Mrs. Cynthia Wedel, Mr. David Jones, and Mr. Douglas Reynolds. These sessions had a profound effect on all participants. One leader from Africa said, "I now understand myself better and I have begun to trust the people and appreciate them and their ways in a way I did not before." Another said, "I learned to get freer from my personal prejudices." Another said, "I learned to examine myself critically but with objectivity." And another, "I am more confused now but this is because I am beginning to learn a little about myself. I have learned to listen. I want to understand people better so that I may be of help."

What happened in these sessions and in the total period together might be summed up in the words of another participant: "When we came together many things separated us – racially and religiously. A great learning was the recognition of the possibility of reconciling interpersonal relations within a group. When we speak of our oneness we are neither exaggerating the strength of this nor playing down the differences and distinctions which are a part of us. Differences can divide but when accepted positively they greatly enhance the experience of friendship. Experience took on real meaning for all of us when after the first two weeks together we spent a weekend studying the dynamics of our life together as a group and individually as members of the group. It was a freeing and reconciling experience of great depth. On those two days the group came together and built on that foundation in the month following a unique and exciting group relationship."

During the Seminar each participant worked in various kinds of groups. The basic group for each participant was the family group made up of persons from different areas of the world, different religions, traditions, volunteer and staff. During the first two days participants were paired for get-acquainted conversation and as an opportunity for persons with different language backgrounds to begin to learn to understand one another's pronunciation and vocabulary. Teams, work groups, committees, panels were used in the sessions on development of leadership skills. Each participant was a part of each of these.

VISITORS' DAY

A special event of the Seminar was Visitors' Day. Fifty-seven YWCA members from 11 YWCAs and five National Board members from the United States came to Buck Hill Falls for this day. Committees of participants had planned a program to demonstrate the skills which they had learned and to share something of the international understanding which had developed. Greetings were brought to the group by Mrs. Lloyd J. Marti and Miss Edith M. Lerrigo of the YWCA of the U.S.A. and by Miss Agnes Roy of the YWCA of Canada.

The Seminar at Buck Hill Falls was an outstanding experience for all — ITI participants, the Seminar staff (faculty) and other resource leaders. There was an eagerness to learn and to participate fully, and a friendly atmosphere was established from the beginning. Both the content and the group itself were stimulating. Everyone felt on an equal basis — accepted and respected. It was apparent that the goal was to help people find their own answers.

The Seminar was a right beginning for the Institute in so many ways. First, the delegates felt there, almost at once, the unity and warmth of a group with common bonds and common hopes. This unity was to grow and show its unique character after all the weeks had passed, at the final gathering three months later in Banff, Canada.

It was in the Buck Hill Falls Seminar that the size and complexity of our world became a greater reality to the members, not as tall terror descending upon mankind, but as a vast aggregate of complex designs and behaviors which, since man himself has been largely instrumental in bringing these to pass, he must now deal with at once, with the courage that has marked his forward thrust and the vast knowledge that is now his possession.

It became clear that the certainty of success in man's endeavors lies in the unshakable reality that God works *in* man and *with* man in all that is taking place on earth today. This all embracing religious reality gave that security which was to reinforce the inner convictions of each delegate, and go with her through the training experience.

In addition, there were the training techniques for learning — personal and group discussions; the ways of audio-visual learning; the balm of music; and all the releasing joys of play.

It was no small matter that the beautiful physical setting of Buck Hill Falls was conducive to relieving the strains of much preparation and travel and to ease the beginning of many new activities. Testimony to all of this comes from the members themselves. Being part of an accepting community and coming to know people from many countries was an important value of the Seminar for many.

A staff member from Asia commented:

"The joy of being a part of a fellowship that knows no bounds of nationality, creed, color or racial background — and our mutual sharing — has helped me to understand my job better and see its place in the total movement."

And from Europe:

"I have appreciated the opportunity to look at people as individual persons without our own prejudices, and accepting the differences. To understand and to speak as a person to another person (a child of the same God)."

And again from North America:

"I will be more prone to read almost every item in the newspaper, no matter what country, because I am more concerned now about their welfare. I feel more a part of the 'one world.' I have 'experienced' that we are all children of God and must be treated equally – that behind each face is a person."

For many the gaining of knowledge and skills for their YWCA responsibility was listed as an important value of the Seminar.

From an African participant:

"I have gained the knowledge of how the YWCA should work as a Christian organization by pointing out the needs of its local community and helping people to recognize them, that as YWCA leaders we should be agents of change and action, help youth and adults face the changes in the revolutionary world, study each other's religion, accept differences, be open, and live as people equal in the sight of God."

And another:

"The skill of making people think and speak out their thoughts displayed in the Bible study sessions and in our group work, and the skill in identifying the needs of the group were identified as two great assets in cultivating better tools for leadership."

Still another:

"The whole group of leaders created a sense of freedom that has enabled all of us to do our best."

A volunteer from the Caribbean sums up what many participants said they gained from the seminar:

"I have certainly gained a lot of information about (1) the ecumenical movement and the part which the YWCA, as a Christian movement, has to play. But this is one area in which I feel I need more information. (2) Our revolutionary world and the many facets which there are to this revolution, and the relation which this bears to my community, and to other areas in the world. (3) New insights into Bible study – how very necessary it is to us as people, even more as YWCA leaders, and how revealing and dramatic Bible study can be.

"I learned a lot in (1) group discussions (both regular groups and ad hoc groups); (2) in discussions with my neighbor – while still sitting in the total group – a method I do not remember having used before. (3) The use of silence before beginning a discussion; this was really wonderful, especially in the Bible study sessions. (4) the speakers – their mastery of their subjects, and the understandable way in which presented . . ."

For many the Seminar provided background for their experiences.

From an Asian volunteer:

"I would say our Seminar prepared the necessary step for my field placement. It gave very valuable background information – also deepened my insight into the purpose and value of the YWCA. Without this meaningful and structured learning I am sure the placement would not have been so profitable . . ."

A Latin American participant speaks for some who wished for a less hurried schedule:

"I wish very much that the time had not gone by so fast so that I could hear again and again the discussions about our Christian faith, because they helped me to understand the faith of others and aroused my enthusiasm for going deeper in knowing my own faith."

And an African member comments on the Seminar leadership:

"My group leaders were very understanding. They avoided giving their opinions but rather helped us to bring out our viewpoints on the objectives we aimed at, more or less making us work ourselves. I learned from them the expert skills of 'guiding' a discussion, . . . and the beautiful way of ending a discussion by summarizing or evaluating."

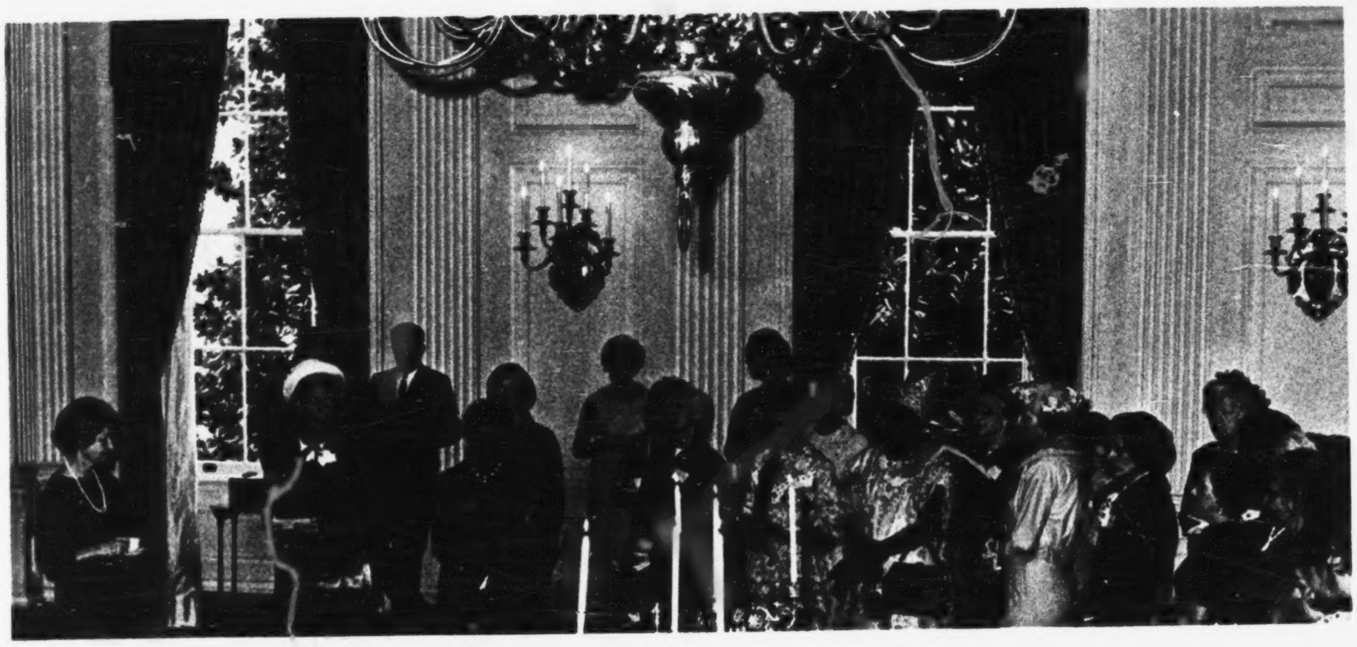
PROGRAM IN WASHINGTON, D.C.

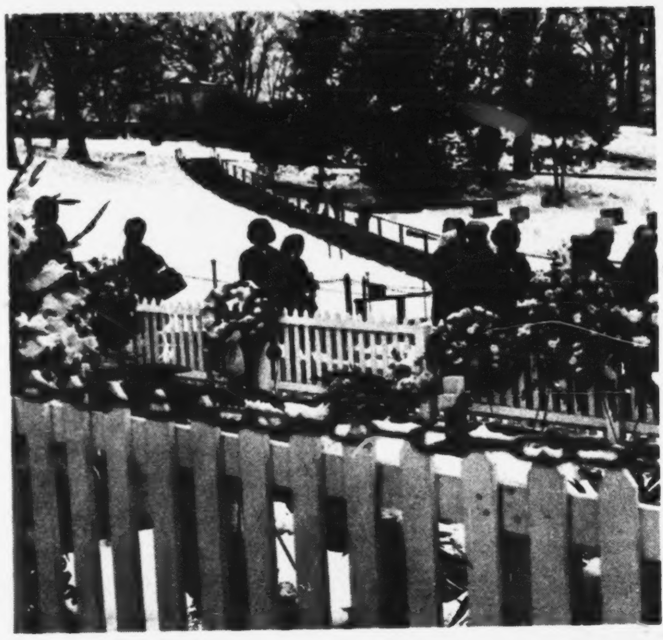
It had been the hope of the planners that each event would be the foundation for that which would follow and that the total program would be developed in such a way that learning would be strengthened and tested in many different ways. A good example of this is the preparation and the trip to Washington which followed the Seminar. The group arrived in Washington just in time to hear the televised broadcast of President Johnson's speech on voting rights. What the President said seemed so related to some of the discussions which had taken place in the Seminar that one of the participants said, "He sounds as if he had been with us in the Seminar." Visits to the offices of senators and government offices provided an opportunity to see how government tries to meet the needs of its people and the importance of women carrying their full citizenship responsibility. The Washington program included a visit to the office of Economic Opportunity, a visit to Senator Margaret Chase Smith and a visit with Mrs. Katie Louchheim, deputy assistant Secretary of State; interviews with James Reston of the New York Times and James Minifee of the Canadian Broadcasting Company. A high point was the reception at the White House where Mrs. Johnson greeted each member of the group individually. Photos of each guest on the receiving line were sent by the United States Information Service to the home country, and were much appreciated.

PROGRAM IN NEW YORK CITY

In New York City a day was spent at the United Nations where the group met with Miss Aida Gindy of the Bureau of Social Affairs of the UN. Chief Adebo, the Nigerian permanent representative to the United Nations, gave an effective appraisal of the importance of the UN and the group then attended a UN session.

Among the highlights in New York City was a reception given by the National Board of the YWCA of the U.S.A. honoring the delegates and their countries' representatives to the United Nations. In addition, the participants were guests of Mrs. Laurance S. Rockefeller, chairman of the International Division, for dinner and a theater party at Radio City Music Hall. These events in New York City as well as social activities in Washington provided delightful and useful opportunities to meet with YWCA leaders, some of whom had carried special responsibility in the planning of the Institute.





(Above) The First Lady, Mrs. Lyndon B. Johnson, welcomes the delegates at a White House reception.

(Left) In memory of John F. Kennedy.

(Below) Mrs. Katie Louchheim addressing the ITI participants at Department of State.

Field Placements

From New York City, the members of the group fanned out across the United States and Canada, each for a field placement of one month in a local community, and then briefer visits in other communities. One hundred and six communities in Canada and the United States were privileged to have one of the participants from the International Training Institute as an Association guest. Reports from participants and from Associations indicate that this was a very rich experience of mutual learning and mutual sharing.

In the United States, the national YWCA's regional correlators recommended local Associations that might be asked to have an ITI participant for a month's field experience. Letters describing this opportunity were sent to the recommended Associations outlining the Institute program and the objectives of the field placement. The guide suggested that each Association preparing to receive a participant of the International Training Institute form a committee to be responsible for the overall planning of the participant's stay.

Visits were made to each YWCA that would be hostess to a participant by a national staff member carrying responsibility for the Institute. Many Associations expressed appreciation for the opportunity to discuss the proposed field placements with Institute Staff.

When the list of participants was complete, each participant was assigned to a field placement and to a Workshop team. Relevant data on each participant was reviewed — country, position in the YWCA, age, religion, size of the city in which she works, and the needs of the country and/or her Association, and the type of program conducted by her YWCA. Each YWCA selected for placement was reviewed as to size of the city and pertinent facts known about the special programs of the YWCA (i. e. school dropout program, housing, teenage program, etc.). Because each participant would be a member of an "international team" for a series of Workshops in one section of the country and each team needed to be balanced with members from Africa, Asia, Europe, Australasia, Latin America, Canada, and the United States, this factor was also taken into consideration in making field placement assignment. (See Appendix V, Page 57)

As soon as the field placements were made, both the participants and the YWCAs of Canada and the United States were advised. A copy of the application of the participant plus a copy of her preparatory work paper were sent to the appropriate Association so that it could prepare for the visitor.

Many YWCAs formed new Ad Hoc Committees for their "local planning committee," though some assigned the project to their standing World Fellowship Committee. The evaluations written by the Association at the end of the field placements indicate that those which formed new committees, including representatives of different units of the YWCA, different racial and economic groups in the community, and from various community organizations, such as the League of Women Voters, Community Planning Council, etc., had a most satisfactory experience. The larger and more varied the membership of the committee was, the better the experience seemed to be, both for the Association and for the participant.

The preparation made by these local planning committees included study groups on the country of the participant; a special library of books and pamphlets in the Association; newsletters to members about the International Training Institute, their participant and her country; a special flyer on their participant; a display in the lobby; and advance newspaper publicity. Some committees made a tentative schedule for their participant while others scheduled the entire period of the placement — in some cases "too tightly."

Additional materials sent to the Association from the International Training Institute office were:

- a brief article on culture shock
- excerpts from the study made in 1963 by Miss Ivy Khan, national general secretary of the YWCA of India, at the request of the International Division as a guide for planning training experiences
- pamphlet, "At Ease with your International Guest"
- a photograph and a biographical sketch of the participant, prepared by the Bureau of Communications of the National Board, YWCA of the U.S.A.

The American YWCAs involved were asked to send to their participant information on the local community and the YWCA. Before the participant went to that community, this material was given to her, along with the name of the executive director (or the participant's supervisor) and the name of the chairman of the local planning committee. Most of the Associations wrote letters of welcome to their participant. These were greatly appreciated, and seemed to give the participant a feeling of security.

The most effective and mutually satisfactory placements were in Associations where:

- a good-sized, active committee started planning the field placement experience early with the entire committee making suggestions of possible activities.
- the information concerning the participant — her name, country, work paper — were received by the local Association well in advance of her arrival (two to two and a half months).
- the members had studied the country of their participant, its history, present social scene, customs, religions, heritage — so "no ridiculous questions were asked her."
- the participant's schedule was made in skeleton form, with only major events set down as unchangeable, and the other activities listed, but confirmed only after consultation with the participant.
- the participant had daily or frequent conferences with the executive director, or her supervisor.
- the participant was "involved" in programs rather than being an "observer."
- the participant attended the same group more than once (usually on one occasion she spoke to the group).
- the participant had the opportunity to learn about other agencies in the city and how all cooperate in meeting community needs.
- time was allowed before meetings for the participant to chat informally with members.
- a reasonable variety of social activities was suggested but not confirmed until talking with the participant, and social engagements, as well as formal schedule, were cleared through the executive director or supervisor.
- the participant received a letter of welcome well in advance of her arrival in the city.
- the participant was assigned a desk of her own for the month, near other staff.

When the dates for the 23 regional workshops in the U.S.A. and Canada were definite, it was evident that the International Training Institute participants would have periods of from five to nine days between Workshops, or after their last Workshop before they needed to be in Banff, Canada for the closing conference. Many YWCAs were eager for an opportunity to have an ITI participant, if only for a few days.

Again, through the appropriate channels in Canada and in the United States, YWCAs were selected for *interim placements.* Letters were sent to these Associations requesting that this field placement be planned as a "World Fellowship" experience rather than a "training period" with a more leisurely schedule.

The interim placement proved to be of value because it gave participants an opportunity to see program activities in a second YWCA and observe how that YWCA was also meeting the specific needs of its community. It also provided an opportunity for more YWCAs to know personally one of the Institute participants.

Definitely, the field placement was the major testing experience, for the Institute member and for the hostess YWCA. For it was in that month-long period that YWCAs discovered the degree to which they could welcome with warmth and understanding a visitor from a far place; could involve her fundamentally in their programs; could share her with the life of the community; could help her move into new learning and greater self-assurance. And they could learn from her — not merely enjoying the taste of exotic difference, but also understanding the commonness in human needs and aspirations in whatever society, and coming to see a rightness in a different way of work when that method is genuinely suited to the need.

The Institute members said they found in the whole-hearted welcomes their personal acceptance and the opportunity for them to test for themselves their capacity to be at home in the world; to test also their taste for new experience, their enthusiasm for learning, their patience in explaining with the possibility of being misunderstood sometime. And they would test their endurance in the often swifter pace of Canadian and U.S.A. Associations.

The results of the field placements were successful beyond original hopes. Associations made good plans for the period and treated the guest as a person of proved experience by checking plans with her and modifying them accordingly. Staff and volunteers, united as always in the YWCA, saw that the Institue member had working space and place; that she viewed and participated in a great variety of programs and added her own experiences to these; that she took part in programs in the community, sometimes as another Association member, sometimes as the speaker for the occasion, sometimes as the guest of honor.

Communication media of all types played a large role in these Association and community situations, for publicity, as learning tools in the analysis and discussion of problems, as a way of sharing differences in culture patterns, particularly the arts.

Because of the geographic spread of Associations in Canada and the United States, the visitors had the opportunity to see at first hand aspects of problems in the western world that have had wide publicity, and to check these with their counterparts in their own countries — unrest among youth, program for school dropouts, protesting minorities, ecumenical efforts, the needs of young working mothers, slum clearance, and housing programs, and decentralized program. They were impressed by North American finance efforts and especially by the United Fund way of financing voluntary organizations. They saw the YWCA cooperating with other organizations to meet community needs and to utilize community resources.

Not all the satisfactions to the Institute members were from formally organized program and scheduled affairs. They also were deeply appreciative as being the recipients of many personal kindnesses, of the invitations to share in personal living, of the informal contacts of many kinds, and the wealth of learning resulting from all of this.

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The familiar greeting of YWCA leaders in Bucks County, Pa. to their African visitor was typical wherever participants went in the U.S. and in Canada.

For an exercise class at the YWCA of Kalamazoo, Mich., the ITI delegate from Ghana provided a first-hand interpretation of exercise in the manner of her country during her field placement with the Association.

A visitor from the Middle East comments:

"I enjoyed the informal life at the six homes I lived in . . . I learned coexistence from living with people – the loss of self-consciousness and gain of self-confidence . . ."

A visitor from Africa adds:

"Perhaps on second thought I might say that what I enjoyed most and what I gained most was meeting intimately so many Americans, particularly women, who appeared so eager for me to learn from their experience and for me to share mine with them."

And from Europe:

"I learned most in person-to-person relationships. This because of the situation (chance to reach the deeper level) and the language (new words I could ask)." The visitors got new insights into staff functions, the cooperative way of work of staff with volunteers, the real responsibilities of volunteers – the meaning of leadership, as the YWCA sees it.

As a Latin America spoke of these insights:

"I discovered the role of the leader is to help individuals and the group grow and change in the direction of social responsibility, and for the leader to have such relationships to the individuals with the group that each is helped to gain security."

And from Africa:

"I learned that the role of a leader here is to provide guidance to the program center's cabinet and to act as a resource person for ideas for programs, ways of doing things, etc."

Africa again:

"I have learned about the role of a leader that it is as vital to be able to follow the leadership of others as to be able to lead. I have learned further that, contrary to the old dogma about the captain in a ship, there can be more than one leader within an organization, each in her own sphere playing her special role of leadership."

Europe adds:

"The leader must try to find certain jobs for everybody according to her abilities, and, thus, give her more meaning for the life."

Children in Lawrence, Mass. get a demonstration of handcraft as it is done in Finland.

Asia underscores a very important aspect of leadership:

"The big lesson for me was that the leader must learn to follow — and to listen patiently for the opinions of the more inarticulate."

And Africa follows:

"I learned that as a leader you have to be conscious of the responsibilities. To work with the committee or committees, to be very diplomatic, not emotional. Have a very great understanding. Creative, flexible and also firm to the important issues such as purpose and aims."

Concerning shared leadership, one from the Middle East said:

"I learned about the relationship of the executive and the volunteers. The executive is not supposed to do the work of the volunteers but extend the work to them, trusting them to do it well."

There is surprise from the East in the matter of volunteer responsibility:

"One of the things that surprised me was the pace — the great number of meetings and the heavy responsibilities carried by volunteers even though they had children and households to maintain."

Not only, as a visitor from the Middle East noted, do "volunteers make a difference in the work of the YWCA," but "I saw that many problems were common no matter what country they were taking place in."

Of particular interest to the visitor from Australasia:

"The program highlight was my participation in the YWCA's local 'dropout' work. In my country many girls never get any education at all, and many only attain primary standards. Thus the program was very close to home for me, and the work they are doing here is of great value and scope."

And from Asia:

"... have been learning a great deal by doing things with them and talking to them ... There are several ideas I would like to take back home — (1) more emphasis on club activities for all ages, (2) decentralized program, and (3) religious emphasis committee to study various aspects of religion."

North America notes changing patterns in large city Associations:

"To be in a metropolitan Association with branches and centers gave me a good opportunity to compare such an operation with our decentralized yet central building oriented Association. It was very interesting to visit and see program adapted to fit a variety of building types — from old homes, store fronts, former bank building, former church, basement of a shopping center, to a building built as a branch."

And more on program planning from Africa:

"To involve the people concerned by knowing the needs and the interests of the people ... the program to include all groups of women from the aged — the widows — the single — the young mothers — the young single working adults — the teenagers and small ones, too."

The visitors took special note of the way in which the YWCA cooperates with other organizations.

From Latin America:

"The highlights of my month's program were that I had the opportunity to attend the meetings of other organizations and learn how they are solving the problems of their community ... I visited many elementary and high schools to talk about my country and to observe the programs of the YWCA ... I learned very much about the YWCA youth programs and was interested to learn that the youth groups of the YWCA hold their meetings in their respective schools ..."

A number of visitors were in a position to note various aspects of the situation of the American Negro.

From the East:

"There was much that was new to me in the community YWCA as well as being in the South and in a central-branch situation that was related to racial and cultural differences. I learned a lot about myself as well as others. I think this was so because these experiences weren't just academic but real 'life-people' learning experiences . . . I'm glad I had my month's experience in the South; I gained new insights of the racial situation as to what and why people feel the way they do – on both sides and in the middle."

From the Caribbean:

". . . the distinct feeling my presence made the international, interracial aspect of the YWCA become more real, and more meaningful to members . . ."

And from North America:

"The highlight was sharing in the integrated staff meetings and in the various integrated committee meetings. I learned a tremendous amount from the opportunity to see and hear the very real struggle going on in the hearts and minds of those who were feeling the integration issue."

And from Asia the visitor noted not only that:

"The Y-Teen club – how the girls take responsibility in their program," but also "that two Negroes in a southern town were elected to go to the Y-Teen Conference in Washington, D.C."

And a comment from Asia in summary for other Institute members:

"Among those experiences I enjoyed much in these three kinds of program: (a) To attend committee meetings; while I was in my placement, most committees were spending their time studying the convention resolutions. Therefore I could catch a bird's-eye view of present day problems in the Canadian YWCA and I could realize the fact that there are many similar problems as well as different problems in both Canada and my YWCA. (b) To be invited privately by YWCA members and their families. From these experiences, I could recognize many different ways of parenthood or family life in the intellectual families of Canada, etc. (c) To do something with members. For example: to teach a skill or a craft. Within a small group I could feel free, and I could share my experiences with them without difficulty."

One last, significant comment, from Africa:

"From my close association with YWCA members and with several other women's organizations, I was impressed by the pride and the keenness on the part of the women, in what their organizations stood for, and I noted with interest the eagerness of all these women to support and to be fully part of their organization.

"This observation re-awakened within me the desire to continue to strive to harness all our human resources at home, and to continue to hope for the realization by the women of my country that there are endless opportunities for service that are passing us by."

The values of the field placements, as expressed by YWCAs, fall into several general categories – the quality of the participant; what this meant in many interpersonal and intergroup relationships, and especially the participant's role as ambassador for the YWCA; and the many specific gains to the Association itself. From the many comments about the quality of the visitor:

> "Because of her sincerity, warmth, convictions, and her deep impact in a person-to-person relationship, she was probably most effective in small, informal group discussions . . ."
>
> "There was excellent rapport between her and everyone she came in contact with, both groups and individuals . . ."

> "The participant found her own way — being the kind of friendly, easy-mannered young woman she is. She apparently enjoyed all kinds of people — the very young, the very old, and all in-between. And the secret, or one, was her quality of being a very good listener. She made it easy from the very first day to talk frankly about the most serious, underlying problems, whether in connection with inclusiveness, finance, or methods of work."

The net gains to the Associations of the month-long visit of the participants were many and diverse:

> "She so successfully allowed the group to identify themselves with her through common family interests and problems that they will long think of her visit as one of their higher experiences."
>
> "There were many thoughtful discussions in the YWCA homes she visited either as a houseguest or as a dinner guest about the problems of the emerging countries, about political matters in Africa and in the United States."
>
> "... We were brought to realize the worldwide fellowship of the YWCA because our guest was saying: 'although we are not able to be friends at home because of the difficulty and misunderstanding of our government, isn't it wonderful that we can get together within the YWCA'?"
>
> "Over and over again she noted staff members have areas in which they are free to make decisions, that they worked well on their own and with each other. She was interested in our attitude that we do not wish the YWCA to be the staff person's only interest in life; that we believe a person whose life is full and happy has more to bring to the job."
>
> "Her parting words were that we American women are very intense, hard-working and maintain an inhuman pace. She feels that every human being needs long periods of solitude when she can develop and nurture the power within her."

And the participants were ambassadors for the YWCA, re-interpreting within and without the Association the breadth of YWCA program, the nature of its high goals.

> "She was able to accomplish a sense of World Fellowship that had been lying dormant in our YWCA for quite some time. It was interesting to see not only a renewed interest among our members, but a real awakening of girls in our dropout program. The World YWCA and Mutual Service became a tangible, concrete thought in the minds of our women."
>
> "Because our participant spoke to so many groups of people she did much to improve the image of the YWCA in this community. Now, as never before, do they realize the broad scope of the Young Women's Christian Association. Whenever she spoke she began with an explanation of the Institute and its significance in the United Nations' International Cooperation Year."
>
> "We would like to comment, however, on the great good she accomplished in relating and interpreting the YWCA in various Catholic groups in the community. Her conviction in, and dedication to the ecumenical movement, especially as she interpreted it to Xavier University, the Catholic university in the community, made a real contribution.

Workshops

Nine teams of participants from the International Training Institute went to 23 Workshops held in locations across Canada and the United States. Each team was made up of five or six persons from different areas of the world. Each team went to two or three Workshops where team members gave leadership in small groups and in plenary sessions. In some instances international team members were involved in the advance planning of the workshops. (See Appendix VI, Page 59 for a list of the nine teams and the locations and dates of the Workshops each attended)

In the United States, almost 1900 persons from more than 300 local YWCAs attended these Workshops. Thirty-six YWCAs sent representatives to more than one Workshop and a few sent persons to four different Workshops. In Canada, 469 persons from 43 YWCAs attended Workshops.

Three Workshops were held in locations near the Canadian/U.S. border planned by joint committees made up of representatives from YWCAs of both countries. Two of these were in the United States (at Seattle, Washington and Toledo, Ohio) and one in Canada (at Niagara Falls).

Objectives of the Workshops for all participants included:

- To increase knowledge and understanding of: Content related to the area of concern, e.g. racial integration and Canadian focus (national convention); Context in which we look at the area of concern: a) our world in the midst of revolution and b) Christian faith.
- To gain more insight into: Relationship between values and decisions, and People and how they work together.
- To gain skill in: Problem solving and community analysis – planning – action.

Additional goals for the international team included:

- To be part of a regular inter-Association event in Canada or the U.S.A.
- To give leadership according to their individual and team capacities and the varying needs of the Workshops.
- To learn what it means to work as a team and adjust to different roles and relationships in three Workshops.

Each Workshop focused on one or more community needs. Workshops dealt with the area selected in the context of 1) the revolutions – social changes taking place in the world; 2) the response demanded by the Christian faith, and 3) the task this sets for the YWCA.

The joint International Training Institute Planning Committee suggested a list of topics and areas of concern for Workshops drawn from the needs and concerns expressed in local and national YWCA programs in Canada and the United States and from World YWCA Council actions. From this list each Regional Workshop Planning Committee selected those topics which it wanted to deal with in the four or five Workshops in the region.

Eight of the Workshops developed program around the theme of "Youth and the Problems They Face." Four others included problems of youth as one of several concerns. This reflected a common concern in all countries with the problems youth face in a period of rapid social change.

While all Workshops set the program in the context of the Christian faith and the response it demands, several Workshops focused the total program on "The Nature and Task of the YWCA as a Christian Movement." A third major area of concern in the Workshops was "The Effect on Urbanization and Other Aspects of Social Change on People and Communities." (See Appendix VII, Page 61 for themes or topics of all Workshops)

In Canada the Workshops were pre-convention meetings which helped delegates prepare for the national YWCA Convention to be held in Saskatoon. In the United States the Workshops were the post-convention meetings of the first year in the three-year cycle following the national YWCA Convention.

As organization was under way, the United States YWCA established overall regional planning committees for each of the four regions. Each met at least once. In each region there were also local planning groups for each of the four or five Workshops held in the region. These met one or more times and carried much of the detailed planning for program and arrangements for the Workshops.

Three of the four regions used questionnaire guides for local YWCAs to study their community and YWCA program. These were similar to the guides used by the ITI participants in making their preparatory studies. Reports of these studies by local YWCAs were used as background material in some Workshops and in others they were the basis of discussion for one or more sessions. All Workshops used the preparatory guide, "Some Thoughts About a World in Revolution."

In Canada, the annual meeting of the national YWCA – October, 1964 – made possible preliminary planning meetings involving presidents and executive directors of local Associations in each region plus the non-resident board member and national staff liaison for each region. Before that, correspondence and pre-convention bulletins had introduced the general plan for the Workshops.

In most situations, there was at least one other planning meeting involving representatives of other than the hostess Association and usually Associations in a region were invited to submit suggestions through letter, questionnaires, etc. The non-resident board member and national staff liaison carried a good deal of responsibility both during the planning for and the administration of the Workshops. The manner in which this was done varied somewhat, with geography being a determining fact. Inevitably, the hostess Association shouldered the bulk of the load for detailed arrangements and a local ad hoc committee was set up for this purpose. As usual in regional events, different local Associations carried specific responsibilities for some aspect of the program or leadership – e.g. organizing recreational "breaks", leading in morning prayers, finding and preparing discussion leaders, preparing table decorations for the special meal, etc.

The Montreal Workshop experimented with using "projects" based on a critical incident or situation as the assignments for small group discussion. It was also the only Workshop to have a bilingual group speaking in French as well as in English.

Leadership in the Workshops included outstanding leaders in the YWCA and the community and the ITI team. In each Workshop there was at least one specialist in the topic of major concern – a sociologist, psychologist, church leader, economist, government official, educator, or leader in another organization.

Written and spoken comments would indicate that the Workshops more than fulfilled their objectives. The international focus added a dimension of interest often lacking in the meetings of these area or neighborhood groupings. The more effective Workshops were those that did good planning for the use of the international team.

While most of the meetings had more people in attendance than a normal workshop, there was a real effort to provide an opportunity for people to work together on some areas of concern in small groups. The preparatory studies of YWCA program in relation to community needs and resources and the total ITI framework contributed to this. In some Workshops evaluations said there were inevitably too many speeches, but on the whole the evaluations reflected appreciation for:

- practical dealing with community and YWCA problems.
- the international context and flavor contributed by the ITI team.

This can better be expressed in the words of YWCA members and leaders who attended the Workshops:

From the Chairman of a Workshop:

"On Sunday evening we got acquainted with them by means of a staged conversation between them and a much loved retired staff member; on Tuesday evening each told about special projects in her own country that answer community needs, and then taught us songs or dances. The rest of the time they were equal participants in the Workshop. The relaxed schedule and having each of them in a different cottage encouraged personal involvment."

From a Field Staff Member:

"The World Night program Tuesday night, and the following international sociability period – this time with a real international dimension – picked up two of the gaps to date: the world in revolution; the international sense of identification and fellowship. The whole spirit of the program was so fine, the content, presence and personality of each presentation by the international team of such high calibre, that a new spirit began to take hold."

From a YWCA Member:

"For the first time I have been made aware . . . that we cannot be a self-centered nation. We Americans . . . are ignorant of the rest of the world. I don't know how you picked the international delegates, but they were delightful, inspiring, and made us proud to be affiliated with them. I hope they know how much they gave us."

From a National Board Member:

"This has been a timely, inspiring and wonderful conference as we have tried to come to grips with a world in revolution and its differing impacts on women and what reconciliations a woman's organization, the YWCA, has to offer us in this changing society with new dimensions that we are all caught up in."

From an African Participant:

"It was a joy working as a member of our International Training Institute team because we learned so much from each other. We planned together, and worked together. My team was able to make a contribution insofar as making the Workshop members aware of the problems and challenges we face in our Associations in different countries. Also, our understanding of this country's problems brought us close together and made all of us more aware of the international nature of the YWCA. It was satisfying to realize how much we have in common and how much we can share in terms of knowledge, resources and experiences as members of the world movement."

And from another National Board Member:

"International panel – responsible for one entire morning – spoke informally to various factors affecting the lives of women today. The discussion was opened to all delegates. The ITI team member who served as chairman was an excellent moderator."

From an African participant:

"Both at the Seminar, in our team group, and at my field placement, we had some thoughts on what power within us means to us individually. We had thought of how Christian love gives us power to do work of service to others and the speaker gave us a very good example of how powerful we can be without any kind of instruments to fight with."

From a North American Participant:

"...I gained a better knowledge of some of the problems involved and the concern surrounding 'open and committed' through hearing some 'closer to home' thoughts and ideas. A fuller understanding of the reasoning and thinking of YWCA leaders, far more experienced than I, in relation to this whole question. Once again I noticed the great similarities between YWCA members and Associations. Also, from afar, I can see things happening at home that I had either overlooked or ignored before so I want to look more closely at them when I return..."

From a Participant from Latin America:

"Now my team is convinced that we have new responsibilities; we have studied carefully what we should bring to our groups and how we will do it – how we can work in our homes with the teaching and experiences of this training institute. We know that all of the things we saw in the U.S.A. and Canada are not applicable in our countries because the customs and needs are different but these gave us some ideas to use in new ways in our own YWCAs..."

From an Asian Participant:

"...I would say that I have gained more knowledge and understanding of the topic, but the real test of this learning comes when I go back to my home Association. My concern at the moment is how I can share my learning and other experiences with our own YWCA so that they, too, can make use of them in more relevant and meaningful ways."

From a Participant from the Middle East:

"The topic, 'Responsible Choice – a Challenge to Youth and Young Adults,' was helpful to me...I also learned that it was important to understand society before understanding morality to be able to work with youth and young adults creatively and in a worthwhile manner."

From an Asian Participant in a Southern U. S. Workshop:

"I found most of the talks and panel discussions very helpful. The group as a whole was not ready to participate in big discussions (general discussions). The most stimulating aspect of the Workshop was the accent on the YWCA as a World Christian movement. I was struck by the role of the YWCA in the affairs of world importance at the level of the United Nations. The fellowship aspect of the Workshop was most stimulating. It showed how sincerely the YWCA was trying to break down all barriers and bring on racial equality with integration."

From a local YWCA Member:

"International members gave us a greater insight into universal problems and also gave a different slant on our own thinking."

And from another African Participant:

"We worked a team as a family and Buck Hill Falls helped a lot on interpersonal intergroup relationship. Our team was able to make a real contribution to the program because of the trust and commitments to each other. This was helped by the sharing of leadership with the Planning Committee leadership. Also knowing more about the difficulties of the communities where we had our field placements..."

From a Latin American Participant:

"It was a challenge for me to observe that some times you have to do some work without enough knowledge – that by sharing the knowledge you have received you make at least some contribution and that is always better than doing nothing. I grew in knowledge and understanding that we can see the human reactions but we sometimes don't know the reason for the behavior...The topic in this Workshop, 'Problems That Youth Face,' was really an interesting one that affects all the countries, and of course the information gained will be shared with the people in my country."

The Closing Conference— Banff, Alberta, Canada

From workshops and visits in local Associations, from the east, south and far west, participants came together for this final part of the Institute. The moment of reunion – as individuals and team groups entered the foyer of a Calgary hotel to be welcomed by those already arrived – was one of those high moments of good fellowship and the sheer joy of living which characterized the group of women. The Calgary YWCA acted as hostess to the brief stay in that city. From Calgary to Banff by bus – to settle down in the Banff School of Fine Arts for the final phase – the last big effort at helping each other make the best possible use of this training experience.

The following statement of objectives had been reviewed and reaffirmed at the end of the Seminar and in the light of the participants' evaluation of that experience:

- To give participants an opportunity to analyze and evaluate their learning and experiences.
- To relate the learning to individual and to Association expectations and needs.
- To review and practice the learning which needs additional attention.
- To plan for a volunteer training and/or community centered program to be undertaken on return home.

The method of work for the conference included:

- Identification of areas of concern which required further discussion or practice by careful study of evaluations of the Seminar and field placements, and by periodic review.
- Election of a Participants' Council at the beginning of the conference to act as a consultative group to the conference leaders.
- Work in small groups – the Workshop teams, the "family" groupings, committees, project groups, geographic groups as well as ad hoc groupings for special purposes.
- Protection of time for individual interviews with leaders and for study as well as for recreation and rest.
- Selection of leadership from the YWCA volunteers and staff who had been involved in the Seminar so that continunity was ensured and the shared work of the final conference could be built on existing relationships and knowledge of the project.

For the conference content, the timetable was a guide for leaders, the Council and the total group to adapt and enrich as they shared responsibility for drawing on the resources of each member. After one day of freedom to allow participants who had been on the move to rest, settle into their new environment and enjoy their reunion and the beauties of Banff, the real work of the conference began with the election of the Council. As with so many of the things that happened in this group, the experiences of the nominating committee and of the election were not only means to an immediate end but were used to deepen insight and skill. This particular event led to a lively discussion of various democratic procedures which indicated a need for more sharing on this matter.

Before moving into the discipline of review and analysis of the many experiences each participant and each team had known, travel reports provided a light-hearted way of sharing highlights. This took on a "top this one" tone as news and views were shared and the sense of fellowship reborn in the total group, re-united in place as in purpose.

Team reports moved the discussion well beyond the exchange of highlights to a real searching for and selection of learning gleaned from previous experiences — especially in field visits and Workshops. Every major aspect of the Seminar had been picked up in the experiences that followed and the team reports were rich in specific examples. The impact of the revolutions on the lives of people in communities where participants had their field placements and the response of YWCAs through programs and services were well documented. Spiritual hunger and moral confusion characterized needs which the YWCA has a particular responsibility to meet and participants reiterated their desire to continue with the Bible study begun with Hans Ruedi-Weber. The YWCA as an agent of change was seen in social action programs (particularly as related to the integration of the Negro people in the U.S.A.), in pilot projects to demonstrate unmet needs and ways of meeting them (e.g. — work with Canadian Indian girls) and in community development projects and practices (e.g. — interagency cooperation).

YWCA program was seen broadly in relation to community, to YWCA structure, administration and finance. The central importance of committees and the continuing need of both staff and volunteers for training had both been underlined by field experiences.

'Recreation was often also a cultural exchange.'

The whole area of interpersonal and intergroup relationships had come into sharper focus as participants tested their learnings from the Seminar in the many experiences that had followed. The impact of Institute teams on the large Workshop groups, they saw as related to the strength of their small groups, based on unity of purpose and respect for individual differences. It was in their own personal growth as people and YWCA leaders that the participants summarized the impact of their training to date. They said:

- we have a clearer sense of personal goals and roles.
- we have known what it is to be seen by others as "different" and been able to accept the experience.
- we have seen again and again the need for honesty between people.
- we have discovered that physical proximity is not essential to belonging together.
- we have been disturbed — and we are glad; we have been tested — and it has stretched us.

Recreation was often also a cultural exchange with parties enlivened by games, dances, songs and skits, from all parts of the world. Visits to the ski lift and hot baths, walks up mountain paths, an amazing field day — amazing because of the energy of participants — and the diversity of games. All of these were some of the activities that brought the ITI out into the clear cold air and the glorious beauties of Banff. The final evening provided participants with the opportunity for reversing usual procedures and presenting their "faculty" with graduation diplomas. A bus trip to Lake Louise on the last day was a fitting finale.

Priorities selected for further study in the Banff conference included: The YWCA as a Christian Movement. — As in the Seminar, the first session of each day was devoted to exploring various facets of YWCA purpose and work and the Christian faith which is its foundation and reason for being. The opportunity to lead and take part in Bible study was a priority for the ITI participants and family groups were revived for this purpose. Mrs. Grace Loucks Elliott's questions before the study groups met and her commentary afterwards stimulated and supplemented the discovery of the Bible's relevance to today's world in revolution. The opportunity of leading Bible study and of reporting new insights in contemporary terms — a newspaper story of John the Baptist in a modern wilderness, Amos talking to a public affairs committee in a YWCA — were challenging and memorable experiences. Miss Leila W. Anderson worked with the group on questions concerning the YWCA as a Christian movement — questions concerning membership, on being ecumenical and secular — and a social agency. Mrs. Ryrie Smith and Mrs. Everett Calhoun returned from a meeting of the World YWCA Executive Committee in time to discuss the YWCA as a world movement with responsibilities and opportunities for education, social justice, and cooperation with other world-wide organizations, particularly the United Nations.

In further discussion, Mrs. Elliott brought into focus the YWCA as a women's movement and what it means to be concerned with the growth of individuals. In this time of revolt against old patterns and roles, women need help in realizing their role in a changing community, in discovering values that are both releasing and responsible. The YWCA has a special opportunity — to touch the most sensitive areas of living with love and respect, especially as it works with young people who seek new attitudes to sex and marriage. The concept of sin as separation and the Bible's instruction: 'Be ye whole' led to consideration of the many opposites which, when in balance, lead to unity — freedom and limitations, insight and doubt, effort and relaxation — and to the realization that atonement is the bringing into one-ness that which was separated. In summary, Mrs. Elliott said that "in the ITI we grew in response to ideas that disturbed us, in the warmth of relationships that let us open ourselves to newness, in response to the expectations of others and to hostility which did not arouse in us an answering hostility."

There were other sessions devoted to particular concerns requested by participants. Two of these had to do with finance — especially fund raising. Practical help in methods and equally important guidance in the relationship of finance to the total philosophy and program of the YWCA were welcomed. Small groups met to discuss special interests such as buildings, the Student Christian Movement and student YWCAs.

Five major topics were identified and project groups set up to prepare reports on them:

- Leadership training including recruitment, placement, job description, orientation, and training.
- Work with youth — youth and values; and education; and family relationships; and responsibility.
- Community action programs — guidelines for setting up a program and selected examples of action projects.
- Women — a plan for a study of the role of woman in today's world.

- Communication and interpersonal relations — those things that help or hinder a person to feel accepted; those things which aid or block communication; techniques of listening and questioning.

It is hoped that these reports will be tools for participants to use, adapt and develop as they return to their own jobs and share their ITI learning with their fellow YWCA workers.

Preparation for follow-up of this training experience in the home Association included:

- Geographic groups met to share understandings of needs in their part of the world and how these might be met.
- Synthesis — Analysis and review helped to integrate what had been learned about people — their needs, behavior, relationships and the skill of working with them in working partnerships, in groups of many kinds, in community. Knowledge about the world in revolution had to be related to YWCA purpose and program and the insights and experiences of the past to the needs and expectations of the future. The role of the YWCA had to be seen in relationship to man's confusions and hungers and to his potential as a child of God.
- Reporting back to the home associations — Role play and discussion involved everyone in realistic preparation for the opportunities ahead for sharing the Institute with others.
- Suggestions for other kinds of follow-through provided guidance for participants and to the ITI Planning Committee.

This was a working conference and the variety of tasks carried by small groups seemed to provide sufficient change of pace to stimulate real involvement in those tasks. The balance between plenary sessions (whether of a lecture-discussion type or devoted to group reports) and the small group meetings also seemed well planned. The amount of pre-planning and the degree of flexibility left adequate room for the Council and the total group to guide the program within limits. Another strength was the progression — in both the areas of ideas and of experience — from preparatory assignments through the various parts of the Institute program and back to the home situation as participants selected and applied those ideas and skills relevant to their own work.

Listening in a reflective mood to the report of their fellow countrywoman are Institute representatives from Latin America.

Reflections

To look afresh at the conditions in human society everywhere; to review YWCA ways of work in communities abroad and at home; to re-examine the basis of our faith and our hopes for the future, the YWCAs of Canada and the United States invited women YWCA leaders from around the world to come to their two countries — to come not only to meet with a select leadership but also to bring the world, its needs and its gifts to the membership of the Associations and to the alert in every community.

From the throbbing but steady growth in the western world, the YWCAs of Canada and the U.S.A. looked over the rim of the world and saw everywhere man becoming, becoming — but with ancient poverties here, and old chains of ignorance there, and ferment and change everywhere. Near and far the ancient foes of mankind — ignorance, poverty, and disease — batter his life; in village, in city, amid the splendors of the eastern and western worlds, and in the shadows of those splendors everywhere.

It is the reality of this condition that gave birth to the YWCA more than one hundred years ago; that scattered its leadership over the face of the globe; that holds women all over the world together in a company of the knowing and the caring, whose concern erupts in myriad acts and programs to move with mankind's developing life, and to bend that development in the direction of good, as God's prophets have projected that good, and as human experience has attested to the rightness of those great visions.

The 48 women from 34 countries who came to the International Training Institute joined together in a common purpose for the fulfillment of everyday common assumptions about life — love — country — home — family — and all the minutiae of daily living.

A record of the exchange of knowledge and ways of work, of the great uplifting of spirits, of the renewal of belief in man and the greatness of his destiny, of God involved with man in his every effort and involved man in his greater becoming — all this has been set down briefly in this report.

The International Training Institute was practical experience in worldwide assessment and leadership training. But it was more than that. It was the opening of windows to the new knowledge, insights, skills. It was an expression of faith in man's intelligence — to look boldly, to look fully, to break into pieces present unsatisfactory patterns and project new designs more suited to man's needs.

It was full recognition of the responsibility of women, as one half of adult human life, for the ongoing course of that life, and its need for conscious directing.

It was the expression of a faith absolute in the God-man relationship.

It was an experience of living in an ecumenical Christian community — Protestants, Catholics, Orthodox — learning and appreciating one another's faith and deepening the roots of one's own.

It was the celebration of joy — in the beauties and glories of the heavens and the earth; of man's great gift of knowing and knowing that he knows; of thanksgiving for the Light afar off and hands that build, however slowly, a pathway toward that Light; and feet that move, with whatever weariness but without stop, to the Light. It was a recognition of one world in spatial and communicating unities, social contacts and culture fusions.

In many ways, it was an unprecedented international experience. The Canadian National Council for International Cooperation Year cited some of the reasons for this in presenting to the presidents of the two sponsoring national YWCAs the ICY medallion which had been struck to commemorate 1965, the twentieth anniversary of the establishment of the United Nations, as International Cooperation Year. The citation commended the Institute for "its joint sponsorship; the participation of 48 YWCA volunteers from 34 countries; the involvement of all of the countries from which the delegates came; and the face to face confrontation of the 48 participants with YWCA members in local Associations all across the United States and Canada at Workshops and in personal visits."

"This personal confrontation has proved," the citation stated, "to be a vital component in international understanding. The project demonstrated that understanding does not reduce differences but does help us to learn from each other." The citation said also: "The Institute also helped the Canadian and American Associations to discover persons rather than stereotypes. There was a new discovery that, with a shrinking world, individuals must grow through honest debate and through sharing. The project demonstrated that we have underestimated our dependence in each other as individuals and countries, and also the richness and variety which each part of the world has to give."

From the Institute has come a new recognition of the fact that the world is now our community and it is to this world community we must now be able to relate and apply our Christian social concern.

We do not know nor ever can whether the purpose of the International Training Institute has been fulfilled in those who participated in it; we would like to think that the persons brought together experienced the fullest possible engagement in human relations and the fullest possible exposure to other ways of life. Because there is a bond in the purpose and function of the YWCA, there is, in unity and in diversity, a whole world for all of us to explore — with our new knowledge and understanding — and we shall explore — and test — and share. Perhaps, the real evaluation of the Institute can only come after each has explored and tested and shared in her own spot in the world.

In organizational terms in YWCAs all over the world there will be a woman, volunteer or professional, who met with her fellows in a significant international experience in the Institute and we can never know what could flow from this experience.

It is the purpose of the YWCA to free those persons who participate in its international projects to cope with their own situations knowing they do so supported and sustained by one another and by Him who binds us all together.

Appendix I

CALENDAR FOR INTERNATIONAL TRAINING INSTITUTE

	1963
Leadership Development Committee considered proposals for the International Training Institute	January 22
Long Range Planning Committee considered proposal for International Training Institute and recommended it to the International Division	February 7
International Division Committee accepted the proposal for the ITI	February 25
Mrs. Lloyd J. Marti, President, and Miss Edith Lerrigo, General Secretary of the YWCA of the U.S.A. wrote to Miss Elizabeth Palmer, General Secretary of the World YWCA, regarding the International Training Institute proposal and the plan to consult with the YWCA of Canada	February 26
Meeting in Toronto with representatives of the YWCA of Canada to explore joint sponsorship	March 8
Consultation with other U.S. National Board YWCA divisions, bureaus, departments for inclusion of Institute in work plans	March 14
Preliminary plan submitted to U.S. National Board YWCA Program and Budget Committee	March 20
Further consultation with Canada and World YWCA by telephone, correspondence	April
Development of project plans in consultation with other divisions, bureaus, departments	
Set up planning committee	
Consultation with U.S. National Board YWCA National Support regarding financing of the project and explored possible sources of support	
Idea presented to National Board, Canadian YWCA for preliminary consideration	
Discussed plans and budget with U.S. National Board YWCA Program and Budget Committee	May 7
Miss Jimmie Woodward in Toronto for consultation of staff and volunteers in preparation for May 26-27 meetings	May 13
Meeting of YWCA of Canada World Service Coordinating Committee to approve International Training Institute	May 21
First meeting of Joint Planning Committee in New York City with staff consultants to plan International Training Institute. (Miss Janet Thomson of the World YWCA Staff was present.)	May 26-27
Approval by National Board YWCA of the U.S.A. for further exploration and development of project and financing	June 5
Approval by National Board YWCA of Canada for further exploration and development of project and financing	June 27
Meeting of U.S. Committee to plan financing of the project	July
Setting up of Canadian Ad Hoc Committee to plan Canada's participation in the project including financing. Preparation of finance material to be used for potential donors.	

First Canadian gift received	
Preparation of interpretative and finance material by International Division and National Support staff members.	Summer and September
Meeting of U.S. Fund Raising Committee for the International Training Institute	September 11
Consultation with Canadian YWCA staff	
Exploration of possible work with New York University	
Consultation with World YWCA leaders and leaders from other countries at the World YWCA Council Meeting and with those who visited the United States and Canada on their return home	
Meeting in New York with Canadian YWCA staff members and overseas visitors regarding the International Training Institute program and schedule	October 26
Decision not to have project at New York University	
	1964
Joint Meeting of the U.S. National Board YWCA International Division and Community Division and Correlators to consult on selection of Associations for four-week placement of participants from abroad, locations for workshops, and selection of U.S. participants in the project.	January 13
Meeting with U.S. National Board YWCA Executives and Correlators to discuss setup and focus of workshops, leadership, material	January 29
Letter sent by Miss Elizabeth Palmer, General Secretary of the World YWCA, to all National General Secretaries regarding the International Training Institute	
Work with U.S. National Board YWCA staff during January staff meetings	
U.S. Fund Raising Committee and a letter from Mrs. Moore to International Division Committee	February
Meeting of Ad Hoc Committee of YWCA of Canada re: finance, suggestions for sites for field placements and workshops and personnel of Canadian participants	February 11
Joint International Training Institute Planning Committee meeting in Toronto. Decision to go ahead with International Training Institute followed by two-day staff consultations and preparation of material	March 5-6
Letter of invitation from Mrs. Maurice T. Moore of the United States and Mrs. Ronald Standen of Canada, co-chairmen, sent to Presidents and National General Secretaries of all National YWCAs	March 23
Letter to Canadian YWCAs and YMCA-YWCAs from National President and Executive Director re: International Training Institute and the ways in which each local Association can be involved in it	March 25
Letter from Mrs. Lloyd J. Marti, President, and Miss Edith Lerrigo, General Secretary, sent to Presidents and Executive Directors of YWCAs in the United States	March 30
Meeting of Ad Hoc Committee of YWCA of Canada re suggestions for leadership, site of closing conference, progress report on finance and workshop topics in relation to Convention	April 16
Meeting of the Joint International Training Institute Committee during Convention in Cleveland, Ohio. Meeting with leaders from local YWCAs from the U.S.A. and Canada during the Convention.	April 24
Meeting with leaders from local YWCAs regarding placements and workshops during Convention in Cleveland	

Selected persons from YWCAs in other countries to be invited to participate	May, June
Meeting of U.S. Planning Committee to work on seminar, preparatory material and nomination of U.S. participants	June 5
Meetings at National Board YWCA Trainer of Trainers Institute in Painesville, Ohio, of Miss Stewart, Mrs. Fox, Mrs. Calhoun, Miss Woodward to help develop program preparation guide, program schedule for seminar, preparatory material	July
U.S. and Canadian staff team work on preparation of ITI material	July - August
Correspondence with YWCAs regarding preparation of their participants for the project and development of Association plans for utilizing participant's learning and experience in local Association program. Guide and questionnaire sent	September
Memo sent to Joint International Training Institute Committee members to bring them up to date on developments	September 23
Joint International Training Institute Committee meeting in Toronto (Miss Elizabeth Palmer, General Secretary of the World YWCA, present) Planning of seminar program, workshop participation, field placements, closing conference	September 30
Staff visits to local Associations and/or correspondence re: field placements. In Canada also re: pre-Convention workshops	October
Work with Dr. Marion Cuthbert on "Some Thoughts about a World in Revolution."	
Work with committees and leadership for workshops on plans and program	
Completion of plans for orientation and seminar	
Annual meeting of YWCA of Canada. Presentation of progress report of International Training Institute and discussion of relation of International Training Institute to pre-Convention. Planning and pre-Convention workshop, regional meetings re: workshops.	October 19-23
U.S. International Training Institute Planning Committee (including National Board Members from across the country)	October 26
Joint meeting of the U.S. National Board YWCA Leadership Development, Visitors Service and International Training Institute Planning committees to discuss plans for arrival of International Training Institute participants.	
Preparation of Guide for Field Placement and correspondence with local Associations regarding their local committees and preparation for the International Training Institute field placements	November
Letter to participants regarding travel plans	November 11
Meeting in New York of Miss Stewart, Miss Campbell, Mrs. Elliott, Mrs. Johnson, Mrs. Thornton, Miss Castren, Miss Knights and Miss Woodward to plan the seminar program	December 7
Editing and mimeographing participants' work papers	December
Letter to Canadian Associations involved in field placements, re: aims and focus of placement.	December 22
	1965
Letter to participants regarding field placement and team assignments	January 8
Letter to U.S. participants regarding travel plans	January 11
Letter from Mrs. Lloyd J. Marti, President, and Miss Edith Lerrigo, National General Secretary, to Presidents and Executive Directors of YWCAs in the U.S. regarding International Training Institute Workshops	

Meeting with U.S. National Board YWCA Correlators regarding preparatory reports and evaluation forms	January 18
Mailing of "Some Thoughts about a World in Revolution" to participants and National YWCAs	January 20
Meeting with Dr. Daisuke Kitagawa and Human Relations weekend team	January 26
Meeting of U.S. Committee to prepare plans for program in New York City and Washington, D.C.	February 9
Arrival of participants in New York City	February 21-22
Seminar at Buck Hill Falls, Pennsylvania	February 23 – March 15
Program in Washington, D.C.	March 15-19
Program in New York City	March 19-24
Meeting of Mrs. Smith, Miss Stewart, Miss Anderson, Mrs. Moore, Mrs. Elliott, Miss Knights, Miss Woodward to plan program for closing session at Banff, Canada	March 24
Field placements for participants	March 24 – April 22
Workshops in Canada and the United States	April 22 – May 16
Closing conference at Banff, Canada	May 17-28
National Convention of the YWCA of Canada in Saskatoon. An opportunity for International Training Institute participants to follow up on contacts made during field placements and Workshops and a further opportunity for YWCA of Canada to learn from International Training Institute delegates and a deeper meaning of mutual service.	May 30 – June 4
Leadership Development Committee – Evaluation of International Training Institute and suggestions for reporting	June 10
Meeting of U.S. Planning Committee to work on reports, evaluations, plans for follow-up	July 28
Preparation of final International Training Institute report	July, August, September
Meeting in Canada of Joint International Training Institute Committee for final report. Evaluation and suggestions for follow-up.	September 27-28

The Leadership Development Committee at each of its regular meetings spent some time considering various aspects of the International Training Institute.

The Staff Administrator spent innumerable hours consulting individuals and groups regarding some aspect of the International Training Institute.

Appendix II

PREPARATORY STUDY

1965 International Training Institute

In preparation for participation in the International Training Institute, we suggest that each delegate working with the designated preparatory committee

I. Be informed with the latest facts about her country and local community. (See: Questions about Your Country and Your Community)

II. Write in detail on *one* of the following:

A. A Case Study – showing how your Association has conducted a COMMUNITY DEVELOPMENT PROJECT (See: Outline for A Case Study)

or

B. DESCRIBE THE BEST PROGRAM YOUR YWCA HAS DEVELOPED TO MEET A COMMUNITY NEED (See: Outline for Report of Best Program)

I. QUESTIONS ABOUT YOUR COUNTRY AND YOUR COMMUNITY

It will be important for each participant to be acquainted with the latest facts about her country and local community as part of her preparation for the International Training Institute.

Population

What is the population of your country? of your local community?
What is the rate of population growth?
Is it a multiracial population? If so, give percentage of each racial or ethnic group.
To what extent are people moving from place to place?

Government

Describe your form of government. How are national and local decisions made?
By whom?

Education

Describe briefly your educational system. What are its strengths? Its weaknesses?
What is required in order to meet the educational needs more adequately?
To what extent is early school leaving (dropouts) a problem?
To what extent are educational opportunities available for women in your country and community?

Health, Welfare, Social and Recreational Facilities and Services

What services are available in your country? Your local community? (Describe them briefly)
To what extent are they adequate for the needs of people?

Religion

What religious groups are present in your country? Give approximate percentage of each.
What is the role of the Christian church in your country?
What is the situation in your local community?

Economy

What is the economic outlook in your country?

What is the percentage of unemployed?

How is your country being affected by industrialization? by automation?

What occupations are open to women?

Describe the situations in your local community in relation to these factors.

Social Changes

What social changes are taking place in your country?

How are they affecting the lives of women and girls? Family life?

Values

In what ways are traditional values changing in your country?

How are these affecting youth?

What kinds of decisions are the youth of your country facing today?

Intergroup Relations

What tensions or conflicts are there between groups in your country or community, e.g., racial, tribal, religious, nationality groups?

United Nations

In what ways is the United Nations at work in your country?

Is the YWCA related to this work? How?

Other Voluntary Organizations

Most countries are having to work out new relationships between voluntary and government organizations. How is this done in your community and country?

Needs

What do you think are the greatest needs of your country? of your local community?

What is the YWCA doing about them?

II. A. OUTLINE FOR A CASE STUDY

Statement: We shall use the Case Study method as part of the leadership training technique in the Institute.

Case Study Method: The method is one means of presenting an *actual situation* or project which the YWCA has conducted in your community.

Task: Describe a situation in your community in which the YWCA participated in a community development project.

Community Development: . . . is used here in the sense of "purposeful change of living conditions with the fullest participation of the members themselves and through the utilization of all the available resources."

The outline will serve as a guide as you prepare your material. Please be certain that your description includes each of the following points:

1. What was the need that stimulated the project?
2. What did you hope to achieve?
3. The gathering of facts.
4. Study and analysis of the situation.
5. The planning process. (How was it planned, by whom?)
6. How much did you budget for this project? How much did it cost? What were the sources of these funds?
7. Indicate how the project motivated members to take an active part in the community and to share in its responsibility.

8. Show how the project utilized to the fullest extent the available resources — staff, volunteer, community leadership.
9. Describe how the relationships between the YWCA and the community were established.
10. List step by step from start to finish what was done by you and the group to develop the project, for example:
    appointment of committees
    study schedule
    examination of laws
    regulations
    alternatives
    final plan

11. Evaluation:
    How did you evaluate the project? What problems were there, if any?
    Did the project achieve the goals in light of the YWCA purpose?

12. Conclusions:
    Note the learnings
    If you were repeating the project, what would you do differently?

OR

II. B. OUTLINE FOR THE REPORT OF THE BEST PROGRAM YOUR YWCA DEVELOPED TO MEET A COMMUNITY NEED.

Be certain that your material includes:

1. What were the needs of women and girls that stimulated the program?
2. The objectives of the project — what did you hope to achieve?
3. The planning process: Describe how the facts were accumulated and analyzed.
4. Who was involved: Staff, volunteers, community leadership?
5. How did the project motivate members to take an active part? How were the responsibilities shared?
6. Cost — what was the cost of the program?
7. Describe how the relationships between the YWCA and the community were established.
8. List step by step from start to finish what was done by you and the group to develop the project, for example, committee process, study schedule, etc.
9. What were the methods used in evaluating the project? What problems were there, if any?
10. Did the project achieve the goals in light of the YWCA purpose? Do you feel this made a valuable contribution to your community?
11. What were the learnings? If you were repeating the project, what would you do differently?

Please send two copies of your answers to the questions (I.) and two copies of your case study or program report (II. A. or II. B.) to:

Miss Jimmie Woodward
Administrator
1965 International Training Institute
National Board, YWCA
600 Lexington Avenue
New York, New York 10022 U.S.A.

"Seeking Answers" was the Newsday caption for this photo in which three ITI participants are shown during a New York City press conference, discussing some common problems of their countries — from left, India, Zambia and Colombia.

Appendix III

FROM: BUREAU OF COMMUNICATIONS
NATIONAL BOARD, YOUNG WOMEN'S CHRISTIAN ASSOCIATION
600 Lexington Avenue
New York, New York 10022

Biographies in brief, International Training Institute participants

Miss Marie-Louise Ashkar, Beirut, Lebanon, works with teenagers in the YWCA of Beirut. Miss Ashkar has been a Sunday school teacher, and has taught in a Beirut Nursery School. She has studied fashion designing and writing for children. She speaks Arabic, as well as English and French, and has served as a volunteer for the blind.

Mrs. Paul A. Barbee, Rochester, New York, has been a YWCA volunteer for many years and is former president, YWCA of Rochester and Monroe County. Mrs. Barbee was first associated with the YWCA in the student program at Purdue University. In her home community, as the mother of four children, three of them now past 20, she has worked closely with Boy Scouts and Girl Scouts. She also assists in Red Cross activities and is active in the women's work of the Presbyterian Church, and the Parents Peace Corps Group. Her daughter is with the Peace Corps in Venezuela.

Mrs. Pansy Keith Belling, Manila, Philippine Islands, is a volunteer, specializing in leadership training and community development work of her YWCA. Mrs. Belling also has been a board member, and prior to 1950 she was a staff member, working as secretary of employment and counseling and later as secretary of the Business and Professional Department. Mrs. Belling was formerly the Philippine representative of the U.S.A. Pathfinder Fund and was the first director of the Family Relations Center opened in 1961 in her home city. For two terms, she was president of the United Council of Women. The mother of four children and grandmother of seven, Mrs. Belling was educated in St. Louis College in the Philippines.

Miss Joyce Fay Bolton, Kingston, Jamaica, active volunteer, is a member of the YWCA's program committee and a member of the board. She has been employed as an executive officer with the Parish Council of Saint Catherine, and previously was a secretary-stenographer and a clerical officer. She is active in the organization of youth clubs and as special interests collects stamps and engages in extracurricular reading. She attended the University of Exeter, Devon, England, and holds a diploma in public administration from that school. She is a member of the Methodist Church.

Miss Iara Iris Borne, Porto Alegra, Rio Grande do Sul, Brazil, is executive secretary of the YWCA of Porto Alegra. Educated in her home country, she specialized in the history of art. Her special interests are handcrafts, music and flower arranging.

Mrs. Ruth Caicada de Buenaventura, Bogota, Colombia, is a founding member and vice president of the Associacion Cristiana Femenina (YWCA) of Colombia, a newly-developed Association. The mother of three grown children, she was educated in Colombia and at the Convent of the Sacred Heart in Tunbridge Wells, England. Her special interest is in awakening in Colombian women a desire to serve their country and in helping to train them for this kind of leadership.

Miss Maria Elena Capra, Buenos Aires, Argentina, is secretary of the Physical Education Department and director and administrator of the Camp Program of the YWCA of Buenos Aires. She received her education in Argentina and formerly was a professor in both normal and commercial secondary schools. In February, 1964, Miss Capra served as director of the YWCA International Camp in Argentina.

Mrs. Evelyn Cole, Freetown, Sierra Leone, Africa, president of the Waterloo Rural Branch of the YWCA, has done volunteer work also for the Rural Community Association and the Waterloo Cosmopolitan Club. Educated in the schools of her country where she specialized in academic subjects and domestic science, Mrs. Cole is a member of the Anglican church. Her special interests are rural adult literacy teaching, gardening and handcraft and she is especially interested in becoming program organizer of rural development projects in Sierra Leone.

Mrs. Kina Collins, Grosse Pointe, Michigan, is a member of the National Board of the YWCA of the U.S.A. and former president, YWCA of Detroit. The mother of three grown children, she worked closely with the YWCA in Detroit and in other volunteer service, has been associated with United Community Services, the League of Planned Parenthood, the Detroit Council of Churches, the Methodist Children's Home. Earlier, as a professional worker, she was a teacher and assistant supervisor of research for the Detroit Board of Education.

Miss Dorothy Cotter, St. Paul, Minnesota, is associate executive director of the St. Paul YWCA. A native of Waterloo, Iowa, she attended Hamline University and the University of Minnesota where she specialized in physical education, recreation leadership and education. Before her present position, she was health and recreation director of the St. Paul YWCA and prior to that she taught physical education at Hamline. She has done volunteer work with the Business and Professional Women's Clubs, the Minnesota Recreation Association and serves as co-chairman of the Committee on Recreation and Leisure Time for the Governor's Council on Children and Youth.

Mrs. Jemimah T. Gecaga, Nairobi, Kenya, East Africa, is president of the National YWCA of Kenya. A former member of Parliament in Kenya, she also has served as a community development officer and as a probation officer. Mrs. Gecaga is the founder and serves as president of Kenya Africa Women's Association. The mother of an 18-year-old son and a 15-year-old daughter, Mrs. Gecaga is especially interested in the welfare and education of her fellow citizens in Kenya. She did her college work at Jeanes School in Kenya and earlier studied in England, and also has had special training in general social work and parliament procedure.

Miss Mary Hackett, Ottawa, Ontario, Canada, is director of the physical education and youth program of the Ottawa YMCA-YWCA, women's division. Educated at McMaster University and in a short course at the Toronto School of Social Work, she is experienced in working with teenagers, and in the leadership training of young people. She formerly was on the staff of the YWCA in Kitchener.

Miss Jane Harbison, Pittsburgh, Pennsylvania, for six years has been on the program staff of the YWCA of Pittsburgh. Before joining the YWCA staff, Miss Harbison was employed by ALCOA and during that time served as a volunteer in the Association, particularly in the area of teenage program. Miss Harbison is a graduate of Chatham College, holding a BA degree with major in speech and drama. Besides her earlier volunteer work with the YWCA, she has been active with the Young Adult Group of East Liberty Presbyterian Church in Pittsburgh and the city's "Plan for Art."

Miss Mary Haynes, Jackson, Mississippi, is executive director of the Mississippi District YWCA. She is a graduate of Blue Mountain College in Mississippi and also did graduate work at Duke University. She is a former teacher and before becoming executive director served as a program director for the YWCA. Miss Haynes does volunteer work with the Women's Missionary Union and the Jackson Pilot Club, the latter of which she has been president.

Miss Ann Henders, Brantford, Ontario, Canada, has served as physical and health education director, as program coordinator and acting executive of the YWCA in Saskatoon, and currently is program coordinator of the Brantford YMCA-YWCA. A former student at McGill University, Miss Henders has been active in the YWCA since 1959. She formerly was a physical and health education teacher and served as a counselor and waterfront director in private camps. As a volunteer, Miss Henders was from 1954 to 1962, an officer in Canadian Girl Guides, served as a recreation advisor for the Saskatoon Association for Retarded Children, and as swim examiner and instructor for the Red Cross.

Mrs. Bong Wha Kim Hong, of Seoul, Korea, is an instructor in Ewha Women's University. The mother of three children, Mrs. Hong, a former in-service trainee and teenage secretary for the National YWCA of Korea, is married to a physician. As a volunteer, she has served as a board member, vice president, and program chairman for the Seoul YWCA. She is a graduate of Ewha University where she took her BA degree in education. She also has done graduate study in social group work at the University of Minnesota in this country.

Mrs. Boonchuan Hongskrai, of Bangkok, Thailand, is executive director of the YWCA of Bangkok. A former teacher in Thai schools, she is the mother of four children. Mrs. Hongskrai was educated in the Teachers' Training College of Thailand where she specialized in education and music. As a volunteer, she has served as board member and president of her national YWCA. She is a member of the Presbyterian Church.

Mrs. Dagmar Estelle Ingram, Colombo, Ceylon, is general secretrary of the YWCA of Colombo. A member of the Dutch Reformed Church, Miss Ingram has long been associated with the YWCA in her country. She was a delegate to the All-Ceylon Women's Conference in which she served as a committee member. She also is a member of the Associations of Head Mistresses in Ceylon. Before working with the YWCA, she was a teacher and later principal in the Clifton Girls School in Colombo.

Miss Luzviminda G. Inventor, Manila, Philippine Islands, is field secretary for the Visayas and Mindanao YWCA of the Philippines. Educated at the University of the Philippines where she took her BA degree in social work, Miss Inventor also did graduate study in the same field there. She is a member of the international honor societies, Phi Gamma Mu and Phi Kappa Phi. Prior to her present position she worked as project director for the YWCA of the Philippines and before that was a Community Development Research Council field interviewer.

Miss Carolyn I. Jenkins, Kansas City, Missouri, a YWCA member interested in sponsoring YWCA Y-Teen clubs in the high schools of her home city, is a graduate of the University of Missouri with a BS in education. She also attended Kansas City Junior College and formerly was active in volunteer work with the USO and the Student Service organization.

Mrs. Ellen Marjorie Johnson, Monrovia, Liberia, Africa, acting national general secretary of the YWCA of Liberia, has done volunteer work for the Red Cross and was formerly County Commissioner for the Girl Guides in her home country. She was educated at the Methodist Girls' High School and also attended college in Achimota, Ghana, where she received her teaching certificate. The mother of two teenagers, Mrs. Johnson's special interests are in social welfare and teenage programs.

Mrs. Maria Eugenia Berrios de Kappes, Santiago, Chile, is a member of the board and secretary of the YWCA of Santiago. The mother of three children, Mrs. de Kappes is particularly interested in teenagers, and during 1950, 1951 and 1952, shepherded groups of high school students on educational tours of the Argentine. Educated in Chile, Mrs. de Kappes, who speaks several languages, has been an English teacher, both for the University of Chile as well as St. Maria Normal School.

Miss Gertrude Flora Kazunga, Ndola and Kitwe, Zambia (formerly Northern Rhodesia), Africa, vice president of the Copperbelt YWCA (Africa), is assistant Social Welfare officer for the government of her country. She has done volunteer work in the Society for the Physically Handicapped, has served as YWCA youth adviser in both Southern and Northern Rhodesia, and was a delegate to the All-Africa Youth Conference held in Kenya in 1962-1963. Her special interests are music, sports, and working with people.

Miss Shizuko Kinoshita, Tokyo, Japan, assistant director of the Physical Education Department in the Tokyo YWCA, has been associated with the Tokyo YWCA since 1940 working with the Health and Physical Education Department. Educated in Tokyo schools and in special courses in physical education at the college level offered through the YWCA, Miss Kinoshita is specially interested in youth work. She is a member of the United Church of Christ in Japan and attended the 3rd Christian Youth Conference held in India in 1952-53. Other special interests of Miss Kinoshita are sports, folk dancing, photography, and choral work.

Miss Anne Kovacheff, Montreal, Canada, director of group work of the YWCA of Montreal, has been associated with the YWCA since 1954. She has traveled widely in Great Britain, Central Europe, and the Carribean. Educated at McMaster University and at the University of Toronto, Miss Kovacheff holds a Bachelor of Social Work degree. Her special interests are jewelry making, metal work, and jazz.

Mrs. Bernadette N. Kunambi, Tanzania, Africa, national general secretary of the YWCA of Tanzania, is the mother of four children. She formerly worked as a teacher and as assistant headmistress in the schools of her country. A volunteer with the Tanganyika Girl Guides, she has served that group as both district and national commissioner. Educated in the schools of her country, she has also studied and traveled in England and the U.S.A., and attended various conferences in Germany and Scandinavia. Her special interests are drama, music and public speaking.

Miss Ruth Elizabeth Lechte, Suva, Fiji, is general secretary of the YWCA in Fiji. Born in Melbourne, Australia, she was educated in Australia and England, attending Westhill Training College of the University of Birmingham on a scholarship for overseas students. She has worked in both countries, as well as in Canada. Before becoming YWCA general secretary, she worked as a girls school mistress and as a resident youth leader. Miss Lechte also has served as official table tennis representative for South Pacific Games and captain of the Methodist Cricket Team in Melbourne. She is a member of the Arts Club Choir in Melbourne and in Suva, Fiji.

Mrs. Florence Lim, Singapore, is the general secretary of the YWCA in Singapore. The mother of four children, all in their 20's, Mrs. Lim formerly was a teacher in St. Andrews's School in her home city and also worked as a housing investigation officer there. She speaks English, Malay and three dialects of Chinese. Educated at the Methodist Girls' School in her home country, she is a member of the Anglican Church.

Mrs. Dagmar Lynn, Bombay, India, is vice president of the board of management and chairman of the International Guest House of the YWCA of her home city. The mother of two grown children, Mrs. Lynn, before her marriage, was a teacher in the Baldwin Girls' High School in Bombay and worked for a while as assistant editor on a newspaper there. She has done volunteer work for the Bombay Women's Council, the National Council of Women in India, and the Women's Home Industries' Depot, among others. She has a history of 30 years as a volunteer worker in various women's organizations. Mrs. Lynn is the first woman to be included on the Management Committee of the Bombay Shareholders' Association and is now the only woman on its editorial board. Educated in the Good Shepherd Convent in Bangalore and Queen Mary's College in Madras, from which she holds a BA degree, Mrs. Lynn also has had specialized training in public speaking, music and writing.

Mrs. Dorothy G. Willis MacKinnon, Vancouver, Canada, is a former president and is now active member of the YWCA of Vancouver. She is now serving on the national (Canadian) membership committee of the United Nations. She also has been corresponding secretary for the Provincial Council of Women, a member of the Committee on Agency Affairs for the Community Chest and Council, and executive member of the Women's Canadian Club. Mrs. MacKinnon also has done special training in the techniques of teaching English to new Canadians.

Mrs. Ayokunle Adeniyi McGrath, Ibadan, Nigeria, is chairman of the Ibadan Branch YWCA and is the founder and treasurer of the Ibadan YWCA Children's Play Center. Earlier she served as a volunteer in the Girl Guides Association and also in the Ladies League of Nigeria, teaching dressmaking and other courses. Her professional background includes two years as producer and "presenter of programme" for the Nigerian Broadcasting Corporation. She also formerly was assistant labor officer and more recently was assistant labor exchange manager in the Department of Labor. From 1959 to 1963, she was associated with Western Nigeria TV as an assistant film editor and as producer of children's and women's program. Mrs. McGrath is a former student of the London School of Economics and of Portway College in Reading, England. Her primary education was at C.M.S. Girls Seminary in Lagos, and her secondary education at Annie Walsh Memorial School in Sierra Leone and Portway College in Reading, England.

Mrs. John M. Michie, Jr., Fort Worth, Texas, is president of the YWCA of Fort Worth. She is the mother of 18-year-old twins and has had varied experience in volunteer work in her home community and state. She has served as secretary and chairman of the Christian Social Relations Department of United Church Women; is a member of the board of directors of the Texas Garden Clubs, Inc., and has worked with the Red Cross, the Girl Scouts, and the Girls' Service League. She is currently serving her second year as president of the Women's Society of Christian Service. Mrs. Michie attended Tulsa Business College and Tulsa University and is a member of Chi Omega sorority from which in 1964 she received the sorority's highest honor for outstanding work in the community and leadership in the sorority. Early in her career, Mrs. Michie worked in the treasury department of the Stanolind Oil Purchasing Company.

Mrs. Pearl Ndoro, Salisbury, Rhodesia. Mrs. Ndoro is vice president of the YWCA Council of Rhodesia. She was formerly secretary of the YWCA Council of Central Africa and before that helped organize and served as president of the Gwelo YWCA. She also was formerly a teacher in government primary schools and has done volunteer work for the Women's Institute of her home city. She was educated in the schools of her country where she specialized in teacher training. The mother of one child, Mrs. Ndoro speaks English, Shona, Zulu, Sundebele and Afrikaans.

Miss Aila Niinikoski, Helsinki, Finland, is youth and young adult secretary of the YWCA of Finland. Miss Niinikoski, a former primary school teacher, holds a master of social sciences from the Institute of Social Sciences, Tampere. She is a member of the Academic Temperance Association of Finland, and has traveled widely throughout Europe. She speaks five languages.

Mrs. Rebecca Odongkara, Jinja, Uganda, is a volunteer leader helping to establish clubs and women's interest groups in the YWCA of her country. As a professional worker, she was program assistant in the YWCA and before that worked in the Community Development organization. Her most recent employment experience has been with the government of Uganda. She has done volunteer work also with the Red Cross and has given extensive volunteer leadership in expanding YWCA program in the northern province of Uganda. She was educated in Uganda and in England where she studied at the Brighton Technical College. She speaks English, Swahili, Ateso, Luo and Lugandese.

Miss Prudence Patrick, Petone, New Zealand, has been general secretary of the YWCA of Palmerston North in New Zealand. Her educational background is in the commercial field and also includes special YWCA training. As well as being general secretary of the YWCA, she is a matron in C. Jamieson Hostel and earlier worked as a secretary for Butterworth and Company. She has worked closely with the Methodist Church in both local and district youth work.

Mrs. Hilda Prah, of Accra, Ghana, is program officer of the YWCA in Ghana. The mother of five children, she formerly was assistant mass education officer for social welfare in her home community. Earlier she did volunteer work with the Brownies and with Girl Guides and also the Anglican Mothers' Union.

Mrs. Delia Sundt de Rivera, La Paz, Bolivia, is a member of the National Board, YWCA of Bolivia, and former general secretary of the YWCA of La Paz. She has worked for the YWCA, particularly in the extension program to rural areas. She is the mother of three sons.

Miss Maria Elena Salcedo, of Mexico, is national general secretary of the YWCA of Mexico. She has been a chemist and also an accountant. As a chemist, she worked for the Laboratorios "Lauzier," and, as accountant, for the Boy Scout Association of Mexico. Before assuming her present position of national general secretary, Miss Salcedo served the YWCA as treasurer, and then as accountant. She is also treasurer of the Mexican University Women and a member of the Pan American Round Table.

Miss Anne H. Takenaka, Wahiawa, Hawaii, is a vice president of the national student YWCA. A graduate of the University of Hawaii where she specialized in nursing, she is especially interested in mental health programs and plans graduate work in psychiatric nursing starting in the fall of 1965. She formerly was employed as student professional-assistant in health projects of the state of California and while a student at the University of Hawaii worked as a library assistant. She has done volunteer work with the American Red Cross, has traveled in Asia, and is a member of the Methodist Church.

Miss Yvonne Tewfik, Cairo, Egypt, is president of the YWCA in Cairo. She is an active volunteer in her city, working also with the Cairo Women's Club and the Bulac Welfare Committee. She attended the American College for Girls in Cairo and the American University, also in Cairo, where she studied literature, sociology and psychology.

Miss Joyce Truelove, Victoria, Australia, is general secretary of the Melbourne YWCA. A former officer in the Australian Women's Army Services and active in the Red Cross, Miss Truelove has served as a leader with young and old.

Mrs. Grace Tsao, Hong Kong, is a former board member of the YWCA of Hong Kong. The mother of two children, Mrs. Tsao also is a former staff member of the YWCA's Hong Kong Faith Hope Nursery where she served as superintendent in 1961 and 1962. She also has worked as an executive officer of the Save the Children Fund and currently is instructor in the Social Welfare Department training program in her home city. She attended Whitworth College and Teachers College, Columbia University, holding an MA degree from the latter.

Miss Mariam Varki, Kerala, India, is secretary in charge of the YWCA Center Food Service Club and Canteen in her home city. Prior to her present position, she did program work with the YWCA in Bombay and was an assistant secretary and later secretary in charge of the YWCA of Vellore. She also has done volunteer work with hospital committees and served as a member of the Hotel Sanitation Committee in her home city. She holds a BA degree from Calcutta University.

Miss Pamela Warren, London, England, is personnel secretary of the YWCA of Great Britain. She has had special training in journalism, and formerly worked as editorial assistant for *Punch*, and for a public relations firm. Miss Warren has done case work with children, with the elderly and with young alcoholics. In addition, she has done much volunteer editing for church groups, has helped organize two church exhibitions, "Living Alone" and "World Church." In 1960, Miss Warren was secretary to a housing society which bought and converted houses into apartments for the elderly.

Mrs. Thelma Duncan Whitlow, Tulsa, Oklahoma, is a YWCA branch executive in Tulsa and associate director for the Tulsa Association. Holder of a BA degree from Huston Tillotson College and an MA from Northwestern University, Mrs. Whitlow formerly taught speech and English. She is a former president of her college YWCA and as a volunteer served as a member of the Committee on Administration. In other volunteer activities, she is associated with the Tulsa Council of Churches, representing the Methodist Church, and with Planned Parenthood and the Tulsa Health and Welfare Association.

Mrs. Inonge Mutukwa Wina, of Lusaka, Zambia (formerly Northern Rhodesia), Africa, is general secretary of the YWCA of Lusaka. Mrs. Wina, whose husband is finance minister of Zambia, has herself worked as a travel agent in her home city. While studying in California, she worked for the University of California. Mrs. Wina attended school in Lusaka, in Los Angeles, and in Santa Monica's City College, California, specializing in history and sociology. She has done voluntary work and is on the Executive Committee of the Zambia Council of Social Services.

Mrs. May T.W. Wu, Taipei, Taiwan, is a volunteer and a board member of the YWCA in Taiwan. Mrs. Wu was educated in Shanghai and in the U.S.A. She received her BA degree from Mount Holyoke College in South Hadley, Massachusetts. She is the mother of two daughters both of whom are attending college in this country, Vassar and Western College for Women, Oxford, Ohio. Mrs. Wu, in recent years a mathematics teacher in the Taipei American school, formerly worked on the staff of the Universal Trading Corporation in New York City. She has done volunteer work for the International Women's Club and the McTyeire Association and served the latter as president for one term.

Appendix IV

1965 INTERNATIONAL TRAINING INSTITUTE BUDGET

Salaries, Other (Extra Professional Staff and Clerical Staff)	$9,000
Office Expense (including Telephone and Telegrams)	1,000
Program Activities	1,500
Honoraria	2,000
Hospitality	1,000
Insurance	2,200
Postage, Express Freight	1,000
Printing and Printed Materials	4,000
Sundry	675
Travel and Living, General General Committee Leadership Participants	114,625
	$137,000
Administrative Charge	13,000
	$150,000

Appendix V

NAME	COUNTRY	PLACEMENT	DATE	INTERIM PLACEMENT	DATE
Marie-Louise Ashkar	Lebanon	Lubbock, Texas	3/24-4/22/65	Beaumont, Texas Ardmore, Oklahoma	5/2-5/7 5/9-5/15
Martha Barbee	Rochester, N.Y.	Toronto, Ontario	3/24-4/22	Canada	
Pansy Belling	Philippines	Salt Lake City, Utah	3/24-4/22	Tacoma, Washington	4/29-5/9
Joyce Bolton	Jamaica	New Westminster, B.C.	3/24-4/22	Spokane, Washington	4/29-5/9
Iara Iris Borne	Brazil	Elmira, New York	3/24-4/22	Canada	
Ruth Buenaventura	Colombia	New Orleans, La.	3/24-4/22	Vancouver, Washington	
Maria Elena Capra	Argentina	Boise, Idaho	3/24-4/22	Portland, Oregon	4/29-5/9
Evelyn Cole	Sierra Leone	Worcester, Mass.	3/24-4/22	Poughkeepsie, N.Y.	5/1-5/14
Margaret Collins	Detroit, Michigan	Vancouver, B.C.	3/24-4/22	Canada	
Dorothy Cotter	St. Paul, Minnesota	Princeton, New Jersey	3/24-4/22		
Jemimah Gecaga	Kenya	San Jose, California	3/24-4/22	Los Angeles, Cal.	4/29-5/9
Mary Hackett	Ottawa, Canada	Jacksonville, Fla.	3/24-4/22	Augusta, Georgia Norfolk, Virginia	4/30-5/5 5/5-5/10
Jane Harbison	Pittsburgh, Pa.	Toronto, Canada	3/24-4/22	Canada	
Mary Haynes	Jackson, Miss.	None			
Ann Henders	Saskatoon, Canada	Fort Wayne, Indiana	3/24-4/22	Freeport, Illinois	5/1-5/8
Bong Wha Kim Hong	Korea	York, Pennsylvania	3/24-4/22	Windsor, Canada	
Boonchuan Hongskrai	Thailand	New Haven, Conn.	3/24-4/22	Baltimore, Maryland	5/1-5/14
Dagmar Ingram	Ceylon	Greenville, S. C.	3/24-4/22	Columbia, S.C.	4/30-5/8
Luz Inventor	Philippines	Jackson, Miss.	3/24-4/22		
Carolyn Jenkins	Kansas City, Mo.	Tucson, Arizona	3/24-4/22	Univ. of S. Calif. Los Angeles, Calif.	4/28-5/8
Ellen Johnson	Liberia	Bellingham, Wash.	3/24-4/22	Portland, Oregon	4/29-5/9
Maria Eugenia Kappes	Chile	Portland, Maine	3/24-4/22	New Bedford, Mass.	5/1-5/14

Gertrude Kazunga	Zambia	Lexington, Ky.	3/24-4/22	Cincinnati, Ohio	4/30-5/8
Shizuko Kinoshita	Japan	Saskatoon, Canada	3/24-4/22	Canada	
Anne Kovacheff	Montreal, Canada	None		Phoenix, Arizona	4/29-5/8
Bernadette Kunambi	Tanzania	Santa Ana, Cal.	3/24-4/22	Colorado Springs, Colo.	4/29-5/9
Ruth Lechte	Fiji Islands	Ogden, Utah	3/24-4/22	Portland, Oregon	
Florence Lim	Malaysia	Pasadena, Cal.	3/24-4/22	San Pedro, Cal.	4/29-5/9
Dagmar Lynn	India	Detroit, Michigan	3/24-4/22	Canada	
Dorothy MacKinnon	Vancouver, Canada	Lincoln, Nebraska	3/24-4/22	Elgin, Illinois	5/1-5/14
Ayo McGrath	Nigeria	Minneapolis, Minn.	3/24-4/22	Canada	
Mary Louise Michie	Fort Worth, Texas	None			
Pearl Ndoro	Rhodesia	Butler, Pa.	3/24-4/22	Canada	
Aila Niinikoski	Finland	Lawrence, Mass.	3/24-4/22	Brooklyn, New York	5/1-5/14
Rebecca Odongkara	Uganda	Langhorne, Pa.	3/24-4/22	Canada	
Prudence Patrick	New Zealand	Barrie, Ontario	3/24-4/22	Canada	
Hilda Prah	Ghana	Kalamazoo, Mich.	3/24-4/22	Indianapolis, Ind.	5/1-5/8
Delia Rivera	Bolivia	Wichita, Kansas	3/24-4/22	Canada	
Marie Elena Salcedo	Mexico	Madison, Wisc.	3/24-4/22	Waukegan, Illinois	5/1-5/8
Anne Takenaka	Honolulu, Hawaii	Durham, N.C.	3/24-4/22	Macon, Georgia	4/30-5/8
Yvonne Tewfik	Egypt	Quebec, Canada	3/24-4/22	Canada	
Joyce Truelove	Australia	Baltimore, Md.	3/24-4/22	Hartford, Conn.	5/3-5/13
Grace Tsao	Hong Kong	Philadelphia, Pa.	3/24-4/22	Canada	
Mariam Varki	India	Des Moines, Iowa	3/24-4/22	Racine, Wisconsin	5/1-5/8
Pamela Warren	Great Britain	Berkeley, California	3/24-4/22	Albuquerque, New Mex.	4/29-5/9
Thelma Whitlow	Tulsa, Oklahoma	Halifax, Nova Scotia	3/24-4/22	Ridgewood, New Jersey Bridgeport, Conn.	5/3-5/7 5/10-5/12
Inonge Wina	Zambia	Oklahoma City, Okla.	3/24-4/22		
May Wu	Taiwan	Atlanta, Georgia	3/24-4/22	Danville, Virginia	4/30-5/8

Appendix VI

1965 YWCA INTERNATIONAL TRAINING INSTITUTE

WORKSHOPS	MEMBER OF TEAM	COUNTRY OF MEMBER	FIELD PLACEMENT
TEAM I			
St. John, New Brunswick	Mrs. Maria Eugenia Kappes	Chile	Portland, Maine
April 23-25	Miss Aila Niinikoski	Finland	Lawrence, Massachusetts
	Mrs. Boonchuan Hongskrai	Thailand	New Haven, Connecticut
Pawling, New York	Mrs. Evelyn Cole	Sierra Leone	Worcester, Massachusetts
April 27-28	Mrs. Henry Whitlow	U.S.A.	Halifax, Nova Scotia
Bedford, New Hampshire			
April 29-30			
TEAM II			
Montreal, Quebec	Miss Yvonne Tewfik	Egypt	Quebec City, Quebec
April 23-25	Miss Prudence Patrick	New Zealand	Barrie, Ontario
	Mrs. Paul Barbee	U.S.A.	Toronto, Ontario
Peterborough, Ontario	Mrs. Pearl Ndoro	Rhodesia	Butler, Pennsylvania
April 30 – May 2	Miss Iara Iris Borne	Brazil	Elmira, New York
	Miss Jane Harbison	U.S.A.	Toronto, Ontario
Toledo, Ohio			
May 12-14			
TEAM III			
London, Ontario, Canada	Mrs. Rebecca Odongkara	Uganda	Bucks County, Pennsylvania
April 23-25	Mrs. Bong Wha Kim Hong	Korea	York, Pennsylvania
	Miss Dorothy Cotter	U.S.A.	Princeton, New Jersey
Niagara Falls, Ontario	Miss Joyce Truelove	Australia	Baltimore, Maryland
April 30 – May 2	Mrs. Dagmar Lynn	India	Detroit, Michigan
	Mrs. Grace Tsao	Hong Kong	Philadelphia, Pennsylvania
Boiling Springs, Pennsylvania			
May 14-16			
TEAM IV			
Jekyll Island, Georgia	Miss Annie Takenaka	U.S.A.	Durham, North Carolina
April 22-25	Miss Dagmar Ingram	Ceylon	Greenville, South Carolina
	Miss Mary Hackett	Canada	Jacksonville, Florida
Gatlinburg, Tennessee	Mrs. May Wu	Taiwan	Atlanta, Georgia
April 27-30	Miss Gertrude Kazunga	Zambia	Lexington, Kentucky
Norfolk, Virginia			
May 10-13			
TEAM V			
New Orleans, Louisiana	Mrs. Ruth Buenaventura	Colombia	New Orleans, Louisiana
April 26-29	Miss Luz Inventor	Philippines	Mississippi District
	Miss Marie-Louise Ashkar	Lebanon	Lubbock, Texas
Dallas, Texas	Mrs. Inonga Wina	Zambia	Oklahoma City, Oklahoma
April 29 – May 2	Mrs. John M. Michie, Jr.	U.S.A.	No placement
	Miss Mary Haynes	U.S.A.	No placement

TEAM VI.

Indianapolis, Indiana April 26-28	Miss Maria Elena Salcedo	Mexico	Madison, Wisconsin
	Mrs. Hilda Prah	Ghana	Kalamazoo, Michigan
	Miss Ann Henders	Canada	Ft. Wayne, Indiana
Milwaukee, Wisconsin April 29 – May 1	Miss Mariam Varki	India	Des Moines, Iowa
	Mrs. Dorothy MacKinnon	Canada	Lincoln, Nebraska
Omaha, Nebraska May 10-12			

TEAM VII

Seabeck, Washington April 25-29	Miss Joyce Bolton	Jamaica	New Westminster, B.C.
	Mrs. Pansy Belling	Philippines	Salt Lake City, Utah
	Miss Ruth Lechte	Fiji Islands	Ogden, Utah
Sun Valley, Idaho May 10-13	Miss Marie Elena Capra	Argentina	Boise, Idaho
	Mrs. Ellen Marjorie Johnson	Liberia	Bellingham, Washington

TEAM VII

Ghost Ranch, New Mexico April 25-29	Mrs. Jemimah Gecaga	Kenya	San Jose, California
	Miss Pamela Warren	Great Britain	Berkeley, California
	Miss Carolyn Jenkins	U.S.A.	Tucson, Arizona
Santa Barbara, California May 10-13	Mrs. Florence Lim	Malaysia	Pasadena, California
	Miss Anne Kovacheff	Canada	No placement
	Mrs. Bernadette Kunambi	Tanzania	Santa Ana, California

TEAM IX

Regina, Saskatchewan April 23-25	Mrs. Kins Collins	U.S.A.	Vancouver, British Columbia
	Miss Shizuko Kinoshita	Japan	Saskatoon, Saskatchewan
	Mrs. Ayokunle McGrath	Nigeria	Minneapolis, Minnesota
Calgary, Alberta May 7-9	Mrs. Delia Rivera	Bolivia	Wichita, Kansas

Appendix VII

1965 INTERNATIONAL WORKSHOPS

DATE	PLACE	THEME
Central Region		
April 26-28	YWCA, 329 N. Pennsylvania Indianapolis, Indiana	The YWCA as a Christian Movement
April 29 – May 1	YWCA, 610 N. Jackson Street Milwaukee, Wisconsin	Youth – the Decisions They Face
May 10-12	YWCA, 506 S. 17th Street Omaha, Nebraska	Equality and Intergroup Relations
May 12-14	YWCA, 1018 Jefferson Ave. Toledo, Ohio (border workshop)	Education, Work and Leisure
Eastern Region		
April 27-28	Holiday Hills Pawling, New York	The Effect of Changing Industrial Patterns on the YWCA
April 29-30	Wayfarer Inn Bedford, New Hampshire	Blueprint for Progress
April 30 – May 2	Park Motor Hotel Niagara Falls, Ontario	The Power Within
May 14-16	Allenberry Inn Boiling Springs, Pa.	New Patterns for New Times
Southern Region		
April 22-25	The Carriage Inn Jekyll Island, Georgia	What Youth Faces Today - The Task of the YWCA
April 26-29	Hilton Inn New Orleans, Louisians	Today's Youth and Young Adults in a World of Transition
April 27-30	Holiday Inn Gatlinburg, Tennessee	Choices Facing Women Today – The YWCA's Response
April 29 – May 2	Hotel Sheraton Dallas, Texas	Responsible Choice – A Challenge to Youth and Young Adults
May 10-13	Golden Triangle Motor Hotel Norfolk, Virginia	Our Responsibility as Christians in a World Setting
Western Region		
April 25-29	Seabeck Conference Grounds Seabeck, Washington	Winds of Change as Related to Youth, the Volunteer, Intergroup Conflicts
April 25-29	Ghost Ranch New Mexico	Youth – the Decisions They Face
May 10-13	Sun Valley Idaho	Youth – Under Pressure: Education and Moral Values

May 10-13	Miramar Hotel Santa Barbara, California	Attitudes and Programs to Combat Loneliness and Isolation
Canada		
April 25-29	Seabeck Conference Grounds Seabeck, Washington	Winds of Change as Related to Youth, the Volunteer, Intergroup Conflicts
May 7-9	Calgary, Alberta	
April 23-25	Regina, Saskatchewan	The Role of a Christian Membership Movement Today
April 23-25	*London, Ontario	Renewals
April 30 – May 2	Niagara Falls, Ont. (Canada-U.S.A.)	The Power Within
April 30 – May 2	*Peterborough, Ont.	Youth – The Decisions They Face
April 23-25	Montreal, Quebec	
April 23-25	Saint John, N.B.	Youth – The Decisions They Face

* A few delegates from Canadian Associations will also be able to participate in Toledo workshops . . . (May 12-14)

ERIC
MAY

THE YWCA OF THE U.S.A. AND THE YWCA OF CANADA
1965 INTERNATIONAL TRAINING INSTITUTE

EXCERPTS FROM EVALUATION REPORTS PREPARED BY PARTICIPANTS AND THEIR OWN YWCA SIX-EIGHT MONTHS AFTER THEIR RETURN HOME

For some I.T.I. participants, the return home was a reentry into a situation crying out for action in one field or another and some participants were able almost immediately to feed into such situations information and insight gained during their nearly four months of training in North America. No two situations were the same - and for many, six months was too short a time to truly test the growing they had done.

For others, the impact of this International Training Institute was so deeply personal that it is difficult for them to share through a written report what has happened. If life comes into sharper focus - if meaning and joy are more constant components - then what we are and do will surely reflect this new or renewed sense of vitality - but it may be a hard thing to document. Yet, since evaluations come from Associations as well as participants, it is possible to catch glimpses of people at work. Such phrases as: "positive approach to her work"; "willing cooperation with people"; "newly gained self-confidence"; "depth of analysis" - tell what happened for some.

Even for those who can identify specific experiences where conscious application of learning took place, a few months is only a beginning in the process of utilization. In all this period of aftermath there is a real sense in which each individual is strengthened by the support of those others with whom she had shared so much - and continues to share. What follows is only a sampling of what I.T.I. participants and their Associations reported in their evaluations of the I.T.I. experience.

IN THE MIDDLE EAST

The YWCA of Egypt reports -

> "The outstanding impact the I.T.I. experience has had ... is the feeling that we are greatly in need to start a Bible Study programme. This feeling has pinned down many suggestions, hopes and wishes so long in the air, to actually forming a 'Resources Group.' It will meet once a month and will try to involve as many Board and Committee members as possible."

Marie-Louise Ashkar writes of her work in the YWCA in Beirut, Lebanon. Leadership training has been carried on in a "leader in training" program for older girls. She writes about her experience as a new staff member developing the youth programs:

> "The feeling of being a stranger and a newcomer took time to be overcome. As soon as I got to know the members and talked to them informally about their interests and ideals, the ice was broken and mutual interest grew.

> "Now that the programs are being carried on and more plans are being made by the Cabinet members and myself, the awareness of the needs of the community and the

world in revolution have been taken into consideration. Sharing responsibilities, building up programs together and sharing the same experience made us all part of one same group."

More recently Miss Ashkar has written of the extension of YWCA program into new areas:

> "You would be glad to know that our Girl Reserve Program is spreading out in Lebanon. My Saturday afternoons are spent either on the North Coast or in the mountains with girls interested to form a club and plan programs. The younger girls who come from different countries and privileged homes are interested in drama whereas the older girls in one of the Lebanese villages are interested in handwork and home economics.
>
> "Staff and volunteers work hand in hand to promote the YWCA teen-age programs. It is very encouraging to see the mothers and teachers so understanding and cooperative."

IN ASIA

The Tokyo YWCA announces that Shizuko Kinoshita

> "was assigned the responsibility of a new Tokyo YWCA project - Itabashi Centre - in a downtown industrial area of the city. She is to make a plan of the program to meet the needs of that district."

Miss Kinoshita herself reported

> "In order to operate this project well, I have to apply every learning from the I.T.I. fully. On December 12, we will have a Christmas party for children at the Itabashi Junior High School Auditorium. Now, I am trying to involve various people from the neighborhood in preparation for the party."

In a later letter, she adds more details:

> "From the beginning of April, the construction work of Itabashi Centre has started and it will be completed the end of May. We, the committee, would like to have the dedication of the Centre in early June. The Centre house is a very tiny one, 20 meters by 7 meters, but it has one office room, one cooking room, one meeting room with partition curtains, and one Japanese-type room for a caretaker of the house at night. The grounds area of the Centre is about 1,000 square meters and we want to use it for outdoor recreation or playground. Around the Centre, there are many apartment houses for lower middle-class people and residences for the poor. So, at the Centre, we must have several programs for young housewives with babies and some activities for school boys and girls whose parents are both working outside the home. (We call those children 'the children with key.')"

In India, Dagmar Lynn, a volunteer from the Bombay YWCA, carries back to her Association her concern for more emphasis on the recruiting and training of volunteer leaders.

> "With our training program secretary I am trying out all kinds of new ideas to bring in women of all ages into the Association, and to hold the interest of those who may not understand the Christian purpose...

> "My first report to our Board on my return stressed the importance of the voluntary worker in the YWCA and the need for training her adequately. Two short training programmes over weekends were decided upon, and I was asked to be one of the leaders at discussions. How to make new members welcome on committees and help them to take on responsibility early formed the highlights of the discussions, and my role-playing experience of the I.T.I. was invaluable here...
>
> "The next step is: (a) Get more volunteers from all Christian and the more tolerant non-Christian groups and train them to understand the YWCA work and purpose. (b) Give new members a warmer welcome and get them oriented quickly. (c) Have regular exchanges of staff members and volunteers between local Associations, so as to get fresh air and light on our programmes as the I.T.I. helped me to get this fresh outlook. The I.T.I. has given me this new viewpoint and purpose both for myself and for my Association: 'Keep on learning, keep on growing.'"

Leadership training, with special emphasis on the training of volunteers is a major concern in many countries. Luz Inventor, a field staff member for the YWCA of the Philippines, reports some of the interesting things she has been doing on this in the rural areas of Visayas and Mindanao, where most of the work is done by volunteers and the main problem is how to make volunteering fun and satisfying.

She writes that helping volunteers develop into responsible leaders is a major part of her job.

> "Concern was expressed for the training of youth advisers in the region and after consultations with local advisers, the plan of holding a five-day seminar in December just before the long Christmas vacation commenced was agreed upon. The theme was the 'Dynamic Role of YWCA Youth Work in a Changing Community.' Twenty-four advisers of Y-Buds, Y-Teens and Student Y units from Visayas and Mindanao attended the five-day training sessions. The seminar included such discussions and presentations on the YWCA as a Christian, ecumenical movement; needs of youth and understanding young people; program planning and other aspects of working with youth...
>
> "In evaluating the program, participants said that they had gained new knowledge about the YWCA and its program, new insights and new understanding of their roles in their respective communities, and they acquired new skills as leaders."

Several months later Luz writes about other leadership training events:

> "... a one-week Training Seminar for Executives and Program Secretaries from May 16-20 ... immediately following it, another Seminar for Youth Advisers in the Luzon Area, and a weekend conference for young adults just starting out in their respective professions."

In another part of Asia, a Christian movement relates to members of other faiths, and sets under way a process of program evaluation.

From the YWCA of Singapore, Florence Lim reports:

> "... we try as much as possible to recruit members of all denominations and faiths. Last year, a Roman Catholic priest participated in our forum on

Easter beliefs and customs... We do not adhere to one denominational type of worship (but) committee meetings begin with devotions taken by members who belong to different Churches...

"Recently, we celebrated United Nations Day with a talk and a quiz on the United Nations and we ended the programme with prayers for the United Nations led by religious leaders of various faiths - Muslim, Hindu, Buddhist, Jewish and Protestant. Each leader prayed in his own tongue and in his own traditional way.

"A suggestion has been made to call a meeting of the General Committee (the Board), the Programme Committee and our Outram Road Committee (this is the Committee for our Community Service Centre) to evaluate our present programmes and to investigate the needs of the community in view of the rapid changes which occur now in the lives of youths and of women in the educational, social and recreational fields. We will also bear in mind the possibility of decentralized work in the newly developed industrial site. It was at the I.T.I. that I was made more aware of the importance of evaluating, surveying and decentralizing our work and this has been to a great extent instrumental in my making these recommendations to the Committees concerned."

Bong Wha Hong, from Korea, a board member of the Seoul YWCA, has been using many of the things she learned in the I.T.I. Soon after her return home she agreed to plan and direct the Seoul YWCA staff training program.

"It was felt to be one of the urgent needs of the Association since there are a number of new program staff members who are just out of college. The staff members indicated that they need to know more about Social Group Work, Social Case Work, Counseling, Human Growth and Behavior and Sociology. We meet once a week for two hours and a discussion period follows each lecture."

In Korea the YWCA has undertaken two new community service projects:

"Citizenship education has not only been related to political issues but to community responsibilities. For instance, the YWCA staff and leaders have been deeply concerned over the welfare of girls working on buses under very bad working and living conditions. As a first step toward understanding these girls and their many problems, the YWCA started a recreational program for these girls on their one off-day a month. At first it was only a recreational program, but later, volunteers were recruited to interview the girls to give them opportunity to talk to someone. Their supervisors were invited to participate in the discussion of problems. Two plans are under way : (a) to work with the city in improving the living conditions at the end of the bus lines, and (b) to have the Public Affairs Committee work with the city officials, the labor unions and the bus companies to improve the working conditions."

Esther Park, the Advisory Staff Member, writes about the other new project:

"Yesterday, I took Bong Wha and three Seoul YWCA staff to Pongchon Dong - a tent city where some 3,500 families are living (17,000 individuals) to set up a YWCA center there. These are families that were moved from Han River after the heavy floods last summer. I believe the American Women's Club will make some funds available for us to build a quonset hut. The city will give us land. So - this is to be a real community cooperative program. Bong Wha, as chairman of the Program Committee, will work with the committee working on decentralized program to develop this project. We are keeping her busy."

In Thailand, community leaders were invited to the Leadership Training Day Boonchuan Hongskrai was asked to plan on her return to Bangkok.

> "Upon my return to Bangkok, I was asked to plan a training session with the staff, giving them some of the experiences and ideas I had received at the Training Institute. The original request by the Board was expanded into a full day's Leadership Seminar to which volunteers, board members, and the community were invited. In addition to helping a committee plan the complete programme, I participated by giving a talk on the subject of Interpersonal Relations. This subject was one which impressed me most at the Seminar. Since I talked in Thai I had an English translation prepared. I used charts to illustrate the ideas and finished with a demonstration skit which I am forwarding. The main emphasis of the Seminar was on the role of the leader. Many professional men and women were on the programme."

A new youth program has been started in the Bangkok YWCA.

> "Influenced by my observations in my field placement and interim placement, I encouraged the opening of a new youth programme every Saturday at the YWCA. Square dancing, Thai classical dancing, handicrafts and cooking lessons are being offered. One hundred twenty high school girls are attending with much enthusiasm."

A recent letter from Mrs. Hongskrai reports on a trip to organize a new YWCA.

> "I have just returned from a survey trip to the city of Prae in the north of Thailand. My trip was prompted by a letter I received from a resident there asking for assistance in establishing a YWCA branch. It is the intention of the Bangkok YWCA to push forward with plans to establish a branch in Prae."

FROM WEST AFRICA - The YWCA of Ghana and Hilda Prah both report on new ventures:

> "Leadership Training Weekends for group leaders and officers of Branches... Short-term courses arranged."
>
> > "I participated in planning and carrying out three leadership courses for group leaders - mostly volunteers. The I.T.I. experience helped me decide the content and method. I have given volunteers more chance to do things whilst I try to be the 'enabler,' as people learn more by doing."
>
> "New groups for underprivileged women..."
>
> > "... the needs of (these) women have caused me a lot of concern... We are starting extension groups ... in two villages a few miles from Accra ... (we have been) welcomed by the inhabitants, and the prominent people living there have cooperated because they are aware of their needs. The programmes have included needlework and the making of cleaning agents - and discussions. Work with these villages has not been as regular as desired because of transport difficulties."

FROM EAST AFRICA - Tanzania and Bernadette Kunambi tell of new and projected ways to greater community involvement, undergirded by expanded committee work and leadership training.

> "The YWCA joins in the National Social Welfare Services to work cooperatively with other social agencies in making all our efforts for the community much more effective.
>
> "Future plans: ... One of the outstanding major projects will be programme with the university students and high school girls ... (also) ... home economics and vocational training for school girls who can't go on for further studies ... also, closer contacts with Y-Teen clubs in other countries.
>
> "Committee work: Where all the work had been done by the Executive Committee, there are now six very active National Committees - Fund Raising, Building, Publicity and Publications, Finance, Youth, Training and Programme.
>
> "Training of local leadership on the smooth running of the organization (goes on) ... (When Mrs. Kunambi reported to) the Annual Council Meeting, members requested that her experience be used more often - beginning with a training program for all branch leaders."

The central focus of the International Training Institute was on helping women become more effective in serving their communities.

FROM CENTRAL AFRICA, Inonge Wina writes about some of the ways the YWCA is trying to meet the many pressing problems in Zambia:

> "We have a serious housing shortage in our capital city of Lusaka and as a result many young women and girls, coming to the city look for jobs and educational opportunities, are turned away or live in intolerable conditions ... inadequate protection for single girls ... school dropouts or early school leavers ... malnutrition... The YWCA runs a vocational school in the Copperbelt, and in Lusaka classes have been organized over the past two years for girls who could not be accepted in upper primary and secondary schools. Programmes to help wives of newly promoted officials are being organised to help equip the women to face the challenges of the new situations in which they find themselves. The society in which we live is constantly changing at a very rapid pace."

Finding and training volunteers has high priority in Zambia as in YWCAs around the world. Gertrude Zulu, as chairman, and Inonge Wina, her staff partner, report on the workshop for YWCA Executive Committee members:

> "Two months ago we held a weekend 'Evaluation Workshop' for our Executive Committee members. It was real leadership training and the first of its kind in our Association. Many techniques and methods learned in the I.T.I. were used... It was a workshop to evaluate the work done by the Y in the past year, to see what its goals were, how much of these goals were achieved and why the Y had failed in other spheres of its goals, how can the Y improve on these methods. It was also a workshop to set new goals for the future."

In a new nation citizenship education is very important. The YWCA of Zambia makes its contribution here.

> "Citizenship Education and Responsibility has and is still being emphasized in our Association. We started to introduce this subject with the women attending the literacy classes and also with the early school leavers. We have a class on 'Know Your Government and Know Your Country.' The women and girls are helped to realize their importance as citizens, their responsibilities to their country, the newly assumed responsibilities and problems of independence."

FROM EUROPE - The YWCA in Finland gains glimpses of YWCAs around the world and sends forth a proposal for mutual service through program exchange. Aila Niinikoski reports she was busy preparing -

> "Suggestions and ideas for different panels and dramas presenting the different countries of the World YWCA in action... I will use some at a camp this next summer (especially about) the U.N. and its specialized agencies... (Written materials will be part of) our national program resources. These would be especially for World Membership Day, for the Week of Prayer and World Fellowship - and for the presentation of the world movement."

Then comes the suggestion -

> "Of course, it would help if somebody else from the I.T.I. family had the same plans. (We could exchange suggestions.) I have an idea each of us is willing to give help for a presentation like this. Or would it be a good idea that each of us write a short part for a drama, presenting her own YWCA in action? Then everyone would have many dramas or panels she could put together for different situations."

FROM OCEANIA

The YWCA of Fiji is deeply involved in its own community and proposes a possibility for a new and wider relationship.

> "Citizenship and Social Action: Already the formation of a Public Affairs committee is proving stimulating. It reports to a standing committee on Women's Affairs of the Fiji Council of Social Services. This is a type of National Council of Women and our group acts as a major source of information. Another effective channel is through YWCA staff cooperation with the Government Probation Officer. I.T.I. field work experiences with school dropout programme has stimulated increased work in this area.
>
> "We are very conscious of the worldwide nature of our movement ... we hope (there can be) the beginning of interchanges between the four of us 'down under' (Australia, New Zealand, New Guinea and Fiji) ... this could be - on a small scale - of great value in the same way as the I.T.I. was."

Ruth Lechte elaborates the first point - and incidentally illustrates flexibility and coordination in committee functioning.

> "There is a subcommittee (of the Public Affairs Committee) to really find out what the needs are amongst women and girls in this city (Suva) and how we can serve them. This has linked up with a survey run by the Building Committee aimed at discovering what facilities we should provide - when we do finally erect that new YWCA structure. All this has brought into play more organizational machinery than ever before."

FROM LATIN AMERICA

Delia Rivera also followed up her ecumenical experience in I.T.I. on her return to La Paz, Bolivia.

> "When I submitted my report to the National Committee and the local board about the I.T.I., I emphasized that we had an obligation to study ecumenical relations in depth. I was greatly impressed by the study of the Bible and thought that we should form a special committee to take up this work."

Helping to meet community needs is a major concern of Delia Rivera, a board member who became General Secretary of the YWCA of La Paz on her return home. She reports:

> "The YWCA can do much since we have the widespread confidence of the community. The principal problems are: illiteracy, malnutrition and the abandoned child, the latter because of very low wages which do not permit the satisfying of basic human needs. We have continued work with the two groups in Villa Villarroel (a suburb) and we plan further to extend work in other barrios (sections) as soon as we can train volunteers for this type of work. We will do this by means of short courses beginning in 1966.
>
> "Recently a short course including Nutrition was given with the technical collaboration of the Ministry of Public Health and with the assistance of women volunteers from our Association.
>
> "Studying the resources of this community, I have been able to show that members of the Mothers' Club of Villa Villarroel can form a First Aid Station under the auspices of the YWCA to give volunteer service in this area which is lacking this form of assistance during emergencies, since the hospitals or maternity centers are very far away."

From Colombia: Ruth de Buenaventura shares her experience and her thoughts as she attempts to follow through on a training experience that meant so much to her. She expresses doubts about the impact of her verbal reports and then says: "Yet, I do not think it necessary to speak or to be heard, but to take an active part in the life of the Association and thus share with it the spiritual wealth and knowledge that I was able to capture in the I.T.I."

Ecumenism is a pioneering point of YWCA work in Bogota - but again, as in other Associations, the new and dramatic is undergirded by leadership development and a real sharing of responsibility - both through the staff-volunteer partnership and through committee work. The YWCA of Colombia and Ruth de Buenaventura report on these matters:

"The participant...helped to organize the World Week of Prayer in cooperation with the YMCA..."

> "... priests and ministers made significant Bible readings showing the wish of God for unity, followed by their comments on this point. There was also interconfessional prayer and singing. The impact on the people was extraordinary for this was the first occasion in the history of Bogota that the Christian Churches gathered together in a public demonstration of solidarity and faith..."

"A most decisive contribution has been the orientation (provided for) the Program Committee ... (and helping) to establish good relationships between staff and volunteers - a new experience for our Association."

And finally, as a postscript to the evaluation, came a letter from Mrs. de Buenaventura, dated April 12, 1966. Ruth had just been elected president of the YWCA of Colombia - and she reports the establishment of a new Association in Bucaramanga!

CANADA and the UNITED STATES, as hostesses for the I.T.I., had special opportunities to share in the total experience.

Not long after she returned to Vancouver, Canada, after her I.T.I. experience, Dorothy MacKinnon went to Montserrat in the West Indies with her husband who is on a teaching assignment. Soon after her arrival she began to talk with her neighbors about starting a YWCA and about six months later she writes:

> "We now have a Constitution (passed at our General Membership meeting on March 21). Our Finance, Programme and Membership Committees are organized and working. Our first fund-raising project, a tea party, cleared $274.37. We were thrilled.
>
> "Our projects -
>
> > "Early School Leavers' Class started February 14 at my home, meeting every Monday from 9:00 a.m. - 12:00 noon. We are teaching housewifery, knitting, crocheting, hemstitching and some nutrition.
> >
> > "Our Literacy Class at Bethel, which is the other side of the island, is small yet. We started with four men and three more have just come in.
> >
> > "A Consumers' Education Committee had its first meeting last Friday; they gave a report at the General Meeting and I know that they will do a fine job not only to help the consumer but the producer as well. The market here is something that needs attention and they hope in time to do something constructive about this too."

Dorothy Cotter reports from St. Paul, Minnesota, on program development:

> "... the best way to use the I.T.I. is through a gradual process of integrating the material in all aspects of existing program: training of part-time staff, staff aides and Y-Teen advisors; a focus on interpersonal and inter-group relationships in several staff discussions; the 'I-Thou' theme at a Y-Teen

conference; an exciting new program to reach young women (we weren't reaching); a Coffee House opened for young adults; intensive work with residents (80% of the 79 girls participate in various aspects of program); correspondence starting with our new 'sister' YWCA in Nagasaki (Japan)."

The crucial importance of committee work to pick up on and apply the individual contribution of the I.T.I. participant:

"We have extended the World Fellowship Committee and have formed an International Responsibility Committee to study and interpret the World movement to members."

And the St. Paul Association says -

"Never has the focus on the World movement been so sharpened."

From Tulsa, Oklahoma, Thelma Whitlow reports on a Bible Study course:

"At my request the YWCA sponsored its first Bible Study course in 25 years! Armed with Grace Elliott's 'Biblical Insights,' notes from lectures, hearing her words, feeling her strength and sharing her faith, somehow I think I was able to give a bit of help to the group; at any rate, I helped myself. Seventeen enrolled; seven finished the eight-week course (two hours each week)."

As Mrs. Whitlow shares her experience, international affairs become personal and important for YWCA members in Tulsa:

"When the Rhodesian crisis was at its height, it was easier to introduce discussion on international affairs in a group. It was natural that my thoughts turned to Pearl, Inonge and Gertrude. The group seemed eager to read, study material and pray; for identification with the problem and relationship to the people seemed real and close to them. This was true during the India and Pakistan upheaval, during trouble in Nigeria nad Ghana, and oh how we are watching Thailand! I believe I've been able to better interpret what it means to belong to a World movement because of our time together at Buck Hill Falls, Banff and at the workshops."

From farther south - the Mississippi District YWCA adds its special emphasis and reaction:

"We have added an interracial Committee on Human Relations... In leadership training, a major focus is on world awareness and concern... We have made an important stand (in our six area conferences) urging adults to accept the challenge of social changes... As a staff, we have gained new insight into the ecumenical movement and the Bible Study program of I.T.I. has inspired us to use this method in our teen-age work."

And speaking of Mary Haynes, the Association writes:

"Most of all she brought back hope, an inspiring hope, that we in the YWCA can do much to attain those high ideals expressed in our purpose."

In these reports (and many more which could have been quoted but for time and space) we have shared some of the impact the I.T.I. experience has made in the YWCAs from which participants came.

Whether we live in Brazil or Kenya or Canada or Nigeria or India or the U.S.A. or any of the 34 countries represented in the International Training Institute, we are affected by the tremendous changes taking place in our world and know its impact on the lives of women and their families. It is to meet the needs of women whatever their community that YWCAs are directing their energies. Those who participated in the I.T.I. are using the knowledge and experience they gained from one another in developing and extending the program and services of the YWCA.

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100 training institute of the YWCA of the U.S.A. and YWCA of Canada).
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TERMS: *volunteer training, *voluntary agencies, *leadership training, *cross cultural training, *intercultural programs, workshops,

ABSTRACT: This conference report reviews the selection and preparation of International Training Institute participants, sources of financial support, seminar topics, visits to Washington, D.C., and New York following the seminar, experiences and insights arising from field placements, workshop objectives and outcomes, (including evaluative comments), and the closing conference, held at Banff. Necessary preparations by delegates included gathering background material on one's own country, and doing a case study or program report. The Buck Hill Falls, Pennsylvania, seminar discussed the YWCA as a Christian movement, social change characterizing a world in revolution, the nature and structure of communities and of community change, developing leadership skills, and understanding people and interpersonal relations. Workshops dealt with social change, Christian response, and the task of the YWCA. The closing conference produced project papers on topics such as leadership training, youth work, community action, and the role of women. Appendixes give a chronology of Institute planning and execution (1963-65), the preparatory study outline, the budget of the Institute, brief biographies of participants, field placement data, workshop assignments, and workshop themes. (ly)

SECONDARY TERMS: field trips, financial support, program planning, womens education, participant characteristics, community change, community development, community action programs, discussion programs, social change, field experience programs, program descriptions, YWCA,